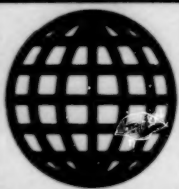


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# ***JPRS Report***

## **East Europe**

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16 NOVEMBER 1987

## EAST EUROPE

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## SOCIALIST AWARENESS -- MOTIVATING FORCE OF SOCIETY

Bucharest ERA SOCIALISTA in Romanian No 10, 25 May; No 11, 10 Jun 87

[Articles by Univ Prof Dr Petru Fanzaru, Nicolae Croitoru, secretary of Bucharest Municipal RCP Committee, Univ Reader Dr Maria Nastase Georgescu, Liana Ionescu, Prof Marin Iliescu, Univ Prof Dr Gh. Al. Cazan, Dumitru Ghise, Dr Marin Badea, Dr Dan Cruceru, Cornelia Costin and Mihai Raducanu]

[No 10, 25 May 87 pp 17-23]

[Text] Nicolae Ceausescu said, "We must bring about a true revolution in people's thought and action, in their professional, technical, scientific and cultural standards, and in the formation of the new man with a high revolutionary and patriotic awareness."

The extensive process of improving all aspects of society that characterizes the present stage of Romania's development requires as a chief course of action more intensive ideological and political-educational work in order to bring about a true revolution in people's thought and awareness, further expansion of their professional, political and general cultural horizons, mastery of the socialist values and principles of work and life and their conversion to firm convictions and exemplary specific actions. The vital importance of formation and development of advanced revolutionary awareness and the need of promoting a new way of thinking, working and living stem from the critical role the human factor has acquired as the new order is being built, greater efforts are being made to achieve a new quality in all fields, and science, culture and education are being more and more closely involved in attaining the goals set in the RCP Program and in the documents of the 13th RCP Congress.

Upon in-depth analysis, on the principles of scientific socialism, of the dialectical correlation between material development of society and increasingly intensive promotion of the purposeful, subjective factor in society, the RCP and its secretary general have evolved an innovating, consistently revolutionary conception of the reforming role and functions of advanced socialist awareness in the years since the Ninth RCP Congress that is brilliantly incorporated in the RCP Ideological Program.

The present stage of national development, which includes extensive reorganization and modernization of all aspects of economic, social, industrial, agrarian and cultural activity and of science and education, requires a radical change in

the thought and action of the public, the party and state activists, and the cadres as well as more intensive political-ideological work to improve the general awareness and sense of responsibility of the masses for implementation of the socialist construction programs. The entire process of social development must be thought of in a new light and a profoundly revolutionary spirit if socialist awareness is to become a motive force of Romania's all-around progress. As Nicolae Ceausescu said in his speech greeting the secretaries for organizational problems of the Central Committees of communist and workers parties in some socialist countries, "Development of people's thought and better understanding of the problems of social development ultimately results in improvement of society."

In the spirit of these program guidelines, beginning in this issue ERA SOCIALISTA is publishing a series of articles on questions of formation and advancement of revolutionary socialist awareness to meet the requirements of the present stage of national development, construction of the fully developed socialist society and Romania's advance toward communism.

[Article by Univ Prof Dr Petru Panzaru: "Objective Necessity of Forming the New Man"]

/Text/ Socialism has made and is still making radical and revolutionary changes in people's existence and awareness. In the last few decades socialism has changed from a system of scientifically conceived ideas and profoundly humanistic aspirations to a living, dynamic and diversified reality, characterized by the idea and fact of continuous historical creativeness.

The RCP and its secretary general have been making an important creative and comprehensive contribution to socialism's fund of ideas and experience, and the main source of it is the principle of processual revolutionary reforms and continuation of the revolutionary process, which is far from over when the working class acquires power. It is a principle based upon careful consideration of the internal and international changes that have taken place and confront both the theory and practice of building the new order with new, unprecedented and complicated problems.

As the quintessence of Nicolae Ceausescu's innovative philosophical and political thought, the concept of building the fully developed socialist society and of Romania's advance toward communism (formulated in the RCP Program, in the decisions of the 13th RCP Congress, and in all programs for Romania's socioeconomic development) includes and promotes the ideas of unity, harmony, balance and synchronism. In the party's view, socialism is not and cannot be an economic-technical undertaking alone or a solely material construction. It is an immense, complete and far-reaching task of building a new world wherein the advanced technical-material base harmonized and powered by the scientific-rechnical revolution forms a well articulated unity with the institutional and ideological superstructure, a new world created by people and for people, wherein the requirements for high productivity, economic effectiveness, quality and technical level of work are correlated with those for increasingly intensive promotion of the principles of ethics and justice characteristic of the socialist system of social relations and with the need of forming and developing the advanced revolutionary awareness of all members of society. Nicolae Ceausescu says, "It is true that the material base is critical, but culture, science and professional training are also decisive in their turn."

We cannot achieve our aims unless we base the development of socialist society on science, on all that man has created that is better, and on excellent professional training." Accordingly the RCP is making a constant effort to further enhance the dialectical unity between the development of the production forces and that of science, culture and education, and between consolidation of the material base of the new social order and general improvement of the workers' awareness as a vital factor for general national progress.

Considering the material base and the production forces in close and harmonious unity with the superstructural, scientific, political-ideological and moral factors functioning as motive forces for all social development also means bringing out the chief demands made in the present stage by the vast process of socialist and communist construction in Romania.

With the 1986-1990 Five-Year Plan Romania has entered a new stage of development and synchronized attainment of the aims and programs approved by the 13th RCP Congress, and the new scientific-technical revolution and the new agrarian revolution have a critical part to play in this, in inseparable unity with the revolutionizing of awareness. These changes are being made while huge material surpluses and a wealth of goods and resources have accumulated in the last 20 years especially, thanks to intensive development of the production forces throughout the country and to creation of a modern technical base, and their full use heavily depends upon people's and cadres' awareness and development of their revolutionary spirit.

In demonstrating the objective necessity of truly revolutionizing people's and cadres' awareness as a prerequisite for implementing the programs for socioeconomic development, the RCP and its secretary general defined with scientific precision the content and specific expression of the revolutionary spirit in the light of the particular requirements of the present stage of socialist construction inaugurated by the 13th RCP Congress and the 1986-1990 Five-Year Plan. As Nicolae Ceausescu said at the Third Workers Congress, "The great revolutionary reforms in all fields in the new stage of the socialist revolution require... new revolutionaries, a new spirit of revolutionary work and struggle, and a new man with a high awareness, intolerance of shortcomings, and a firm resolve to secure steady progress. That is why the new revolution requires us to change people and to change ourselves in this vast revolutionary process!"

To be sure changing people and their way of thinking, working and behaving to meet the high standards of the new stage of socialist construction in Romania is a very difficult undertaking and, I might say, a more complicated one in a sense than attainment of any economic objectives, although it is inseparable from productive activity. Of course human "material" and people's awareness and psychology are different from physical objects. They are subject to different laws of formation and transformation than inert matter is, namely certain psychological and psychosocial laws that must be known if the educational effort is to succeed. A sustained ideological and political-educational effort is the party's main method of forming and changing people and their awareness.

Living as they do in a society of work and workers, wherein the latter have won the threefold capacity of owners of the production means and united socialist producers and beneficiaries of the entire national wealth, all members of society must be convinced that highly productive and efficient work, the spirit of initiative, order and discipline, and a constant effort to improve professional,

technical, scientific and political training best serve the nation's general interests as well as their own interests, since to be a revolutionary today primarily means to be a builder and a producer, and those qualities require wide, comprehensive and constantly refreshed knowledge as well as an advanced socialist and patriotic awareness effectively reflected in daily behavior. Having a revolutionary awareness also means making an active contribution to development and defense of the entire people's socialist ownership (as the economic and social basis of the new order and the source of the nation's prosperity and independence) and placing the general interests of the people, socialism and Romanian independence and sovereignty above all. Promotion of advanced revolutionary awareness also requires a firm stand against all that is old, outmoded and no longer suited to the new circumstances and the new developmental stage and a constant effort in all determination and under all circumstances to promote the new in thought and practice and to assimilate the latest advances of science, technology and human knowledge and apply them to production.

Changing the outlook of the managers in all fields and their way of thinking and approach is highly important in the party's far-reaching effort to revolutionize the masses' way of thinking and acting under the guidance of Nicolae Ceausescu's stimulating ideas and advice. In stressing the objective necessity of revolutionizing people's awareness and behavior along with the scientific-technical revolution, the party secretary general said, "We must change the awareness of our managers and revolutionize the thinking and actions of the leaders in all sectors of the economy. Without this revolution in people's awareness and thinking we shall accomplish no real technical-scientific revolution!"

In the RCP's general strategy for developing and promoting revolutionary awareness, there is also a priority on forming a responsible socialist attitude toward work and its actual results. The party secretary general has also repeatedly pointed out that the true revolutionary spirit has nothing in common with the "revolutionary" slogans or with declarations and idle talk. It must be manifested in work, in life and in better performances in all activities. It is only by giving proof of a revolutionary attitude toward work and all that is new that people can become good revolutionaries and active, dedicated builders of socialism and communism. All of the RCP's ideological and political-educational efforts to form the new man are concentrated on this.

[Article by Nicolae Croitoru, secretary of the Bucharest Municipal RCP Committee: "Strategy for Developing Socialist Awareness"]

/Text/ The era inaugurated by the Ninth Party Congress, the most productive and fulfilling one in the Romanian people's millennia of existence, figures in the history of Romanian socialist construction as qualitatively new and better period characterized by vigorous vitality of the production forces, by improvement of social and production relations and of all economic, political, scientific and cultural activities, and by determined promotion of the innovative revolutionary spirit and of the great creative resources of the free and self-determined Romanian people. In the glorious years of this era, which has been permanently recorded in the nation's awareness as the "Nicolae Ceausescu Era," the selfless efforts of the working class, the peasantry and the intelligentsia, inspired by the stimulating revolutionary views and political action of the RCP and its secretary general, have lent new dimensions to the undertaking of building the new order.

Nicolae Ceausescu's theoretical works are basic to the party's and state's whole domestic and foreign policy and brilliantly express the creative application of the historical and dialectical-materialist revolutionary conception and the principles of scientific socialism to the particular Romanian conditions. The party secretary general's innovative thought and revolutionary action and his outstanding political and organizational abilities are actively involved in the noteworthy economic and social progress made and equally so in forming the new man as a purposeful and dedicated builder of socialism and communism.

While stressing the great importance of the objective, material factors in rapid social development, Nicolae Ceausescu also points out the active role of the subjective factor and the necessity of developing the masses' revolutionary awareness. Socialist society is a harmonious structure whose economic, political, ideological, scientific and cultural components are harmonized in a uniform process. The party secretary general says, "The way of thinking, social awareness and degree of scientific, educational and cultural development are determined by the material base of society and by the methods of production and distribution of material values. At the same time social awareness, science, education, culture and ideological and political-educational work play an important part in development of the production forces. Both aspects also interact in a dialectical unity, securing steady social progress, the people's greater welfare, and consolidation of national sovereignty and independence."

In the far-reaching effort to keep improving scientific organization and management of Romanian society, the party and its secretary general specially emphasize formation and development of the workers' awareness and further improvement of the theoretical and political-educational effort to form the new man. The RCP Ideological Program, approved by the 13th Party Congress as an integral part of the RCP Program for Building the Fully Developed Socialist Society and for Romania's Advance Toward Communism, is particularly important in this respect. In summarizing Nicolae Ceausescu's vital scientific outlook, ideas, theories and guidelines, the RCP Ideological Program defines the bases of all political and cultural-educational activity in an all-inclusive view. It emphatically demonstrates that the revolutionary structural reforms in the tears of socialist revolution and construction make it possible to promote the task of building the new order as a purposeful process wherein the new man, the bearer and creator of all material and cultural values, plays the decisive part.

Experience tells us that socialist shaping of people's thinking and social behavior does not automatically follow material changes or the institution and improvement of new social and production relations. Against the background of the revolutionary changes in material production a comprehensive process is going on of forming and developing an advanced awareness and of indoctrinating the masses in the principles of socialist ethics and justice, in respect for work, socialist ownership and the national wealth, and in socialist revolutionary patriotism and international solidarity.

An extensive and effective system for educating youths and all citizens has been instituted and constantly improved in Romania in the last 22 years under the leadership of the party and its secretary general. It is aimed at formation of creative thought, workers' mastery of the latest scientific disciplines, molding their characters, enhancing their professional competence, and developing their sense of responsibility, order and discipline. Political-educational work plays

a highly important part in this system, which involves the family, the schools, the party, mass and public organizations, and the workers collectives, each with well-defined responsibilities.

The RCP's strategy of forming and developing socialist awareness is intended to arm the workers with the revolutionary conception of the world and life (historical and dialectical materialism) and with the principles of scientific socialism, to fully mobilize the entire people to implement the RCP policy, and to foster love of country, party and people, firm dedication to the principles of revolutionary socialist humanism, and determination to work selflessly for socialist construction in Romania.

The scientific and humanist content of the revolutionary conception of the world and life as well as its creative nature necessitate a political-educational effort closely correlated with practice, experience and the facts and requirements of the present stage of socialist construction. The party documents accordingly point out that the end result and effectiveness of theoretical-ideological and political-educational work cannot be judged apart from the results logged in socioeconomic development but only in close connection with them and with the way the approved plans and programs are implemented. A major requirement for this is to concentrate efforts on forming and developing all workers' sound economic thinking through in-depth knowledge and mastery of the guidelines set by the 13th Party Congress and Nicolae Ceausescu's theories and ideas about intensive economic development and accelerated growth rates in all sectors, so that Romania will cease to be a developing country and become a medium developed socialist country in the course of this five-year plan. The new technical-scientific and agrarian revolutions, introduction of technical progress in all socioeconomic activities, modernized organization of production and labor, and improved scientific management of society as a whole have critical parts to play for that purpose.

Formation of advanced revolutionary economic thought based on the values and principles of socialism, on knowledge of the requirements of the objective laws of social development, and on scientific advances calls for all workers' thorough mastery of the RCP's views on the ways and means of national socioeconomic development, cultivation of devotion to socialist ownership and the national wealth, greater responsibility and higher standards for product quality and efficiency, persevering promotion of conservation and prudent management of raw materials, materials, fuel and energy, and strict application of the principles of the new economic-financial mechanism.

Meanwhile a new revolution in the masses' thinking and awareness, formation of the new man, and promotion of the revolutionary spirit require more intensive political-educational efforts to develop high patriotic feelings and convictions. As Nicolae Ceausescu says, "It is a major aim of political-educational work to indoctrinate every citizen and especially the young generation in love of country, of the Romanian socialist nation, and of the Romanian people, the builders of socialism." Accordingly the system of institutions with educational functions and of existing forms of political-ideological training must impart thorough knowledge of the Romanian people's heroic past and the selfless courage with which they could brave the vicissitudes of history, preserve their national existence, and defend their right to freedom and independence. It is a vital duty of the party youth and children's organizations also to cultivate pride in carrying on those traditions and bringing love of country and responsibility for Romania's socialist and communist destiny up to new heights. Dedicated work, contributions

to growth of the national wealth and to enrichment of the fund of material and cultural values and revolutionary commitment to implementation of the party policy are ultimately the chief criteria for fulfillment of patriotic duties and specific manifestations of the revolutionary spirit.

As it says in the RCP Ideological Program, militant educational and political-ideological work in the present stage of building the new society requires a firm stand against any backward ideas or attitudes, nationalism, chauvinism, attitudes of the old society, all influences foreign to the revolutionary conception of the world and life, obscurantism and mysticism, as well as more intensive efforts toward scientific-materialist and revolutionary-humanist indoctrination.

In accordance with the demands of the present stage of Romania's development, the ideological and educational workers also have great responsibilities for broadening all workers' general knowledge and for forming deep-seated and lasting political, philosophical, moral and aesthetic convictions. Free, creative work, participation in socioeconomic and all social management, and growing assertion of the workers' capacities as owners, producers and beneficiaries can bring about the necessary changes in the artistic and cultural output and accelerate the whole process of forming socialist awareness. Improvement of all workers' occupational training and their continuing self-improvement acquire particular importance as intensive development of the national economy, modernization and transition to a new and higher quality of work and life are accentuated. As Nicolae Ceausescu says about this, "It is necessary to learn, to keep on learning, and to assimilate all that is newer in science, technology and all activities. Let us work with every determination for more and more new disciplines, to discover new secrets of nature of nature and the universe, and to broaden social and general knowledge. That is the only way we shall secure proper management and accomplish the vast revolutionary process of bringing Romania up to new heights of socialist and communist civilization. It is only through the latest advances in all fields that we can achieve a better and more just society and secure the victory of communism in Romania!"

In correlating the particular requirements of the present stage of Romania's development with the necessity and possibility of forming, assimilating and generalizing a uniform conception of the world and life, the party and its secretary general keep stressing the need of further improving political-ideological and cultural-educational work, which requires constant development of the revolutionary spirit and the resolve to fight for the new in all fields, consistent intolerance of all that is outmoded, and sustained efforts to remedy any defects. All these aims and tasks are to be reflected in a new and higher quality and in propaganda work. That calls for a constantly increased effort toward all workers' understanding of the requirements of national development in the present stage and of all the problems now facing Romanian society and the world of today. It is accordingly the duty of the party organs and organizations to make steady efforts to further modernize and diversify the ways and means of political-ideological work and cultural activity in order to assimilate the party policy and the revolutionary conception of the world and life as thoroughly as possible. Nicolae Ceausescu says, "In this way alone can the RCP ever better perform its historic role of leading the entire nation in close unity toward fulfillment of the RCP Program and the victory of socialism and communism in Romania."

[Article by Univ Reader Dr Maria Nastase Georgescu: "Revolutionary Conception Basic to All Ideological-Political Work"]

**[Text]** Formation of the new kind of man conforms to the RCP's political-ideological strategy based on the historical and dialectical-materialist conception and the revolutionary principles of scientific socialism, which explain the dialectics of social progress and determine the necessity and purpose of purposeful efforts toward social reform.

Anticipating the directions of development of a new man as a regular and constant effort is highly characteristic of socialism and follows from the purposeful nature of the undertaking of building the new order and from the entirety of economic, social and political changes that it involves. No other society has undertaken to fully emancipate all its members in all respects. Socialism regards the individual not only as its supreme value and the purpose of the social process but also as the "agent" of reform and the purposeful creator of his own destiny. Accordingly in the present stage of Romania's development it is more necessary than ever to form a new man with a sound scientific professional training, a broad intellectual horizon, and a high revolutionary political awareness, playing an active and responsible part in implementing party policy and the aims of national socioeconomic development.

In the spirit of the Marxist view of the role of theory in scientific determination of social, economic and political activities and the importance of advanced ideas, which become a true material force once they are acquired by the masses, The RCP bases its whole effort to form the new man squarely upon historical and dialectical materialism, scientific socialism, the RCP Program for Building the Fully Developed Society and for Romania's Advance Toward Communism, the RCP Ideological Program approved by the 13th RCP Congress, and Nicolae Ceausescu's works.

The revolutionary conception of the world and life can guide the practical effort to improve and develop socialist society and determine the process of forming the new kind of man because it is an open system capable of constantly enriching its content by assimilating scientific advances and generalizing social experience in theory. In stressing the need of a constructive and radically innovative scientific procedure in step with the latest data of science and experience, and of intensive study of the complicated problems facing Romanian society and the whole world of today, Nicolae Ceausescu said that the process of formulating the revolutionary conception of scientific socialism is not finished and will not be finished and that it will be further enriched as society, new scientific advances, human knowledge, and general social development progress.

The far-reaching changes made in Romanian society and the great innovations that have been taking place in the process of building the new order fully confirm the validity of the basic principles of scientific socialism and the correctness of the historical and dialectical-materialist conception of the world and life. Of course expanded knowledge and diversified revolutionary experience have been making it necessary to abandon some theories and ideas inherited from the past and to formulate new ones in keeping with the current demands of Romanian socialist society's development and with the constantly changing conditions of the contemporary world. But this continuous review and enrichment do not mean "superseding" the revolutionary theory. On the contrary, they are the very sources of

its viability. As Nicolae Ceausescu said in his speech greeting the secretaries for organizational problems of the central committees of the communist and workers parties in some socialist countries, "We must abandon a number of old theories and improve others. We must enrich the conception of the world and life, scientific socialism, the dialectical-materialist conception, and Marxism-Leninism, which has never been regarded as anything immutable, created once and for all, but only as a guide to action and a basis of new knowledge, new discoveries, further improvement of society and accordingly of thought as well."

All the theoretical and practical activity of the RCP and its secretary general in the period following the Ninth RCP Congress graphically illustrates the constant effort to keep renovating the revolutionary view of building the new order by applying the principles of scientific socialism creatively and intensive study of experience and the social-historical facts. The problems of economic construction and of building the fully developed socialist society in general, the nature and ways of achieving workers revolutionary democracy and of promoting the principles of self-management and self-administration, the growth of the party's and state's roles in the present stage, the development of the socialist nation, ways of resolving the contradictions in socialism, formation of advanced socialist awareness, promotion of revolutionary humanism, the characteristics of the worldwide revolutionary process, the nature of the present period, the problems of war and peace and of eliminating underdevelopment and building a new international economic order, etc. have acquired new and suitable theoretical and practical solutions in accordance with the particular historical conditions confronting Romanian society, with world experience, and with the current development of scientific knowledge.

These theoretical constructions and practical actions have sometimes attracted more or less open criticisms for so-called deviations from the general standards and experience. Nicolae Ceausescu says, "But we have a feeling of satisfaction that what we have done has proved correct and has served the Romanian people's interests, and that today the problems of modernization and reforms... are on the agenda in one form or another of almost all socialist countries."

In the RCP's view and practice, creative development of historical and dialectical materialism and of scientific socialism excludes dogmatism, stereotypes, ossified thinking, isolation in historically outmoded or untried theories, and attempts to force very complicated relationships into predetermined "models" or to "transplant" and especially to impose some countries' experience upon others with different socioeconomic conditions. Of course the incompatibility of the revolutionary theory with dogmatism does not justify repudiating the principles of socialism. Therefore further improvement of the new order requires application of the experience in socialist construction and revolution in one's own country as well as that in other countries, while constantly bearing in mind the invincible principles of scientific socialism and the need of their consistent application. As Nicolae Ceausescu says, "There can be no socialist renovation or improvement of socialism except on those principles, on the basis of the need of developing and enriching them with the great advances of science, experience in socialist construction, and the peoples' revolutionary struggle."

The motive force of the revolutionary theory and its power to influence and mobilize the masses to carry out the great socialist and communist ideals stem from its uniformity. But promotion of a uniform theoretical and ideological

conception of the world and life based on a socialist economy and society, on the disappearance of social inequalities, and on the harmonized vital interests of all workers, is not to be understood in the narrow sense of standardization or unquestioning acceptance of any given theory. The revolutionary theory cannot be a motive force for progress unless the dialogue, exchange of opinions and confrontation of ideas are openly accepted and revolutionary boldness and the innovating spirit in thought and action are encouraged.

The revolutionary conception of the world and life and the theory of scientific socialism are based upon all that is newer in all fields of knowledge and upon analysis of the experience of the working-class parties and the progressive forces everywhere, and their validity is confirmed by regular comparison with reality. Engels pointed out in this connection that socialism must be based on a "real ground" in order to make it a science. A basis in social reality, investigation of the real specific-historical processes, and an innovative approach to the problems presented by experience are essential to increasingly intensive promotion of revolutionary ideology as an active factor for social development. Conversion of theory to a specific reality under the particular conditions is itself a creative act and a major means to implementing its principles in society. Nicolae Ceausescu says, "Experience in socialist construction proves beyond a doubt that it must be based upon both the general laws and the actual economic, social, historical and national conditions of every nation and every people."

From this viewpoint, the RCP Ideological Program, the documents of the 13th RCP Congress, and the party secretary general's works set the main policies and courses of action for more intensive study of the changes in Romanian society, the problems of its further improvement, and the prospects of mankind's progress as a whole, for purposes of a better understanding of the general developmental laws in order to apply them creatively to the particular Romanian conditions. Accordingly special emphasis must be placed upon thorough study of the socialist production method and the ways of developing and strengthening socialist ownership, improving social and production relations, and implementing the principles of socialist ethics and justice, and upon in-depth study of such major problems as development of the workers revolutionary democratic system, growth of the party's and state's role in building the new order, etc.

The historical and dialectical-materialist conception includes the mechanisms for its own improvement, whereby it differs radically from other theoretical systems and acquires a consistently revolutionary character enabling it to respond appropriately to social changes, to clarify historical considerations, and to mobilize the progressive forces to promote social progress. The revolutionary conception of the world and life also contributes to the workers' political-ideological enlightenment and to determination of the ideas and theories foreign to socialist ideology. It explains contemporary socioeconomic phenomena and guides the formation of new attitudes toward socialist ownership, work and society. But it does not lead automatically to accomplishment of the great aims of socialism and of the present stage of Romania's development. The flexibility of the Marxist theory, its open character, and its capacity for self-improvement do not enhance its revolutionary potential unless it is reflected in the traits of the new kind of man, in his attitudes and behavior, and in the entire people's creative work.

[Article by Liana Ionescu: "Social Existence and Social Awareness"]

[Text] In its approach to questions of the roles of ideological and political-educational work and of socialist awareness as active factors for social progress, the RCP is guided by the principles of Marxist philosophy concerning the dialectical unity between social existence and social awareness and between the objective, material component of social activity and the subjective, intellectual one. The RCP develops these principles creatively and integrates them in a very profound and innovating theoretical conception with major implications for the practice of building the new society.

In evolving the materialist conception of history, Marx and Engels demonstrated the nature of society as a material-cultural reality arising from the supplementary character of the modifying effect of the objective and subjective factors and their interaction and interdependence. Clarification of the real nature of the relationship between the two aspects of social activity made it possible to identify the causes of social changes in the changes that occurred in social existence, chiefly in its basic elements, namely the production forces and the relationships formed among people in the production process. But Marxist thought does not limit social determinism to a strictly economic one, and the principle of objective, material determinism of social awareness is supplemented by the assertion that the latter is relatively independent and can affect social development and people's relationships and activities and make social existence purposeful through human action. Rejecting the simplistic, metaphysical and mechanistic interpretation of the relationships between social existence and awareness, which ignores the latter's active role, the founders of Marxism opposed those who limited their conception to a narrow economic determinism excluding the masses' creative initiative. They pointed out that the relationships between the two aspects of social activity interact and are not uniform, and that social existence is controlling in the last analysis.

Actually, a series of interactions and interdependences between the structural and infrastructural factors, between the structural and superstructural ones, among the economy, politics and education, and among the economy, culture and education is operative in the social mechanism. Society is constituted and operates on the basis of this correlative structure and acquires distinctive traits in accordance with the importance and particular role of each factor in various social structures and in different stages of them. For instance, an unprecedented development of the role and influence of the purposeful factors (political, institutional and ideological) in revolutionary social reform is going on in the socialist system. The new social existence makes a radical change in the relationship between the haphazard and the organized in social development, in that the influence of the chance factors is gradually eliminated while planned, organized and purposeful development is asserted. Consequently the direction and rate of social development increasingly depend upon people's awareness and their ability to understand the requirements of the objective social laws and to work accordingly for the development of the new order.

The complete and correct interpretation of the active role of social awareness in the progress of the new order was creatively developed by the RCP and its secretary general on the principles of scientific socialism and in full accord with

the actual conditions under which the revolutionary process is going on in Romania, and it is predicated on the Marxist theory of the relative independence of social awareness in comparison with social existence.

With a realistic and creative approach to the question of the relationship between social existence and social awareness, the RCP and its secretary general demonstrated that the lag of social awareness is by no means an inevitable result of the controlling role of social existence in socialism. To be sure it tends to reflect changes in social existence tardily, unevenly and partially, due to its own laws of formation and development, making it possible for some of its elements and aspects to distort the new reality and for some people to persist in outmoded ideas and in attitudes, opinions and behavior incompatible with the facts of the new existence. But it would be a mistake to regard the persistence of such backward behavior as "inevitable," just as it would be equally wrong to justify certain shortcomings in political-educational work on grounds of the "inevitability" of the lag of awareness behind socialist social existence. Nicolae Ceausescu says, "To accept such an explanation of our shortcomings is to encourage a passive, defeatist attitude with profoundly bad effects upon social development. We communists do not study the objective social laws in order to take a fatalist stand toward them but to act in the interests of social progress, people and the victory of socialism and communism by interpreting their trends."

The lagging trend of social awareness is historical and relative and accordingly cannot be considered abstractly without regard for the economic, political, social and cultural nature of the social system and the laws governing the operation of that system. In this respect socialist society provides all the material and cultural requirements to prevent people's awareness from lagging behind their objective social existence, to correlate those two aspects of social development as well as possible, and to make the advanced ideas and revolutionary awareness major motive forces for construction of the new order.

The RCP accordingly militates against both the tendency to absolutize the lag of awareness behind social existence and the tendency to believe that awareness develops unconditionally and automatically as a result of development of existence. In opposing the fatalistic, passive and tolerant attitude toward outmoded attitudes and behavior, the party secretary general stresses the vital importance of ideological and political-educational efforts to form revolutionary awareness as well as the need of sustained efforts to bring it up to the standards of intensive development of the production forces and of Romanian society in general.

The innovating, lucid and militant spirit and revolutionary determination are of the very essence of socialist awareness, and the party's ideology and militant humanist values form its core. The revolutionary ideology has always been promoted in open confrontation with bourgeois ideas and reactionary theories and trends. By virtue of its critical and profoundly militant qualifications, the party's historical and dialectical-materialist conception arms people with convincing arguments in their confrontations with reactionary ideology and with idealist, metaphysical, mystical, obscurantist and antihumanist ideas and theories.

Considering that in the period of great advances of the scientific-technical revolution and self-determination gained by more and more people through the socialist revolution, the persistence of mystical ideas and obscurantist assertions is an anachronism reflecting the lag of social awareness, the RCP stresses the

necessity of making more use of the advances of science and of historical and dialectical-materialist philosophy in educational work, permitting a correct, scientific understanding of the origin of the world and of the objective natural and social laws.

In the whole effort to develop socialist awareness and to equate it with present social existence it is also necessary to promote the revolutionary spirit intensively as well as intolerance of any instances of nationalism, chauvinism, anti-semitism and any other forms of humiliation, which are foreign to the revolutionary conception. The party secretary general says, "Those instances belong to the past, the capitalist, imperialist period, and the society divided into antagonistic classes, which have always served to divide and incite people of different nationalities." They are also the results of the efforts toward moral and intellectual pollution made by foreign reactionary circles, who are reviving and supporting revanchist ideas and behavior, questioning the territorial-political arrangements made after World War II, and openly and provocatively expressing revisionist ideas. Some foreign circles are reviving the most reactionary points in bourgeois historiography and hiding their revanchist demands behind so-called historical injustices and the "injustice" of the series of treaties concluded after World War I, while deliberately libeling the Romanian people's achievements. Promotion of the active, militant role of revolutionary awareness accordingly requires a firm stand and categorical rejection of any attempts to disparage the present Romanian situation or to distort the correct, Marxist-Leninist national policy of the RCP and the state wherever they occur.

Now that anticommunist propaganda against the socialist countries is heating up, the political-ideological workers must emphasize the Romanian people's great revolutionary gains, the outstanding progress made in steady all-around development of the new society, and the RCP's efforts to solve the complicated problems inherent in such a majestic undertaking as building the new order. Vast experience in socialist construction affords convincing arguments to prove the unquestionable superiority of the socialist system over any other society and the viability of the basic principles of scientific socialism. Therefore to further improve the new order means to bear constantly in mind the principles of Marxist philosophy and scientific socialism and to develop and enrich them with the great advances of science, of each country's experience in socialist construction, and of the people's revolutionary struggle. The party secretary general says, "We cannot make steady progress without a clear scientific guide! And we must make every effort to develop and strengthen the RCP's revolutionary conception and to add new dimensions to the scientific socialist conception of the world and life by basing the revolutionary conception of the world and life, which actually is scientific socialism and communism and has been from the start, upon those great advances in all fields."

Accordingly, if the inspiring role of the progressive ideas is to be carried out, it is increasingly important for the political-educational workers to arm people with the conclusions from the party's prodigious theoretical effort, which embodies active, enterprising thinking opposed to any isolation and reflects the creative application of the principles of scientific socialism to the particular conditions in Romania and the world of today.

[Article by Prof Marin Iliescu: "Education Critical to Better Professional and Technical Training"]

**[Text]** Romania's socioeconomic development in the current five-year plan and on to the year 2000, greater efficiency in all material and cultural activities, and a new quality of work and life for the entire people demand, as an essential requirement, intensive development of the role of education and staffing of all sectors with well-prepared personnel with advanced professional, technical and scientific knowledge. As it says in the documents of the 13th Party Congress, improvement of professional and technical training on the basis of the latest scientific advances is a controlling factor for socioeconomic development, successful construction of the fully developed socialist society, and the start of communist construction.

The RCP and its secretary general believe education should make an active contribution to the comprehensive training of personnel in every activity, to indoctrination of the new man as a purposeful builder of socialism and communism, and to improvement of all workers' knowledge and training. As Nicolae Ceausescu says, "We need people with highly specialized technical and professional training and a high level of general culture. Laborers, technicians, engineers, farmers and workers in all sectors are critical to implementation of all the plans and programs for national socioeconomic development. We are building socialism with people and for people. Therefore we must make every effort to keep improving their professional and technical training and their general revolutionary socialist awareness."

Romania now has modern education based on the advances of the new technical-scientific revolution and advanced contemporary thought and emphasizing broad training of personnel in close correlation with production and experience. About 5.5 million citizens, or over one-fourth of the whole national population, are in some form of education. Over 100 billion lei were invested in this sector in the 1981-1985 Five-Year Plan.

Major qualitative innovations have been added to the quantitative progress made by Romanian education in the years of socialism and especially since the Ninth RCP Congress. The whole process of instruction and education has been placed on the strictly scientific and lasting basis of the dialectical-materialist conception of the world and of revolutionary philosophy. There has also been a close correlation of education with the requirements of national economic, social and cultural development, reinforced by the osmosis between work and education and education, production and scientific research and by improvement of the institutionalized democratic structures through association with management and the whole process of instruction and education of youth (pupils and students) and of the workers and specialists in production.

Of course the inspiring goals set by the 13th RCP Congress and the nation's transition to the new developmental stage of a medium developed socialist country also require sustained efforts to improve and modernize education and the whole system for training personnel, in order to enhance the latter's contribution to the new scientific-technical revolution, the new agrarian revolution, and Romanian society's all-around material and cultural progress. Nicolae Ceausescu says, "In view of the present stage of development and the new advances of science and technology, the questions of professional and technical training and of retraining

are and must be matters of constant concern to all enterprises and to the party and state organs in all fields. We must bear in mind the constant changes that are going on in science and technology and accordingly the necessity of recycling and refreshing the disciplines. That is one of the crucial problems of Romania's general development."

It is a fundamental principle of the RCP's conception of development of education to keep strengthening its ties with science and production. In today's world education and science are becoming indented with production and are being more and more closely integrated in it. The correlated results of education and scientific research are making their active presence felt in the processes of increasing and diversify the production means, making better use of raw materials, and developing new materials, in further improving the organization and planning of the production processes, and in continually rationalizing them by harmoniously combining all the factors (technical, economic, political and social-human) involved in those processes.

Experience proves that education and science interact and that only a coherent system of connections between those subsystems of society and associated functions of the education-research-production trio can produce good performances in attaining the goals of national socioeconomic development. Close correlation of education, scientific research and production is also intended to integrate youth rapidly and effectively in activities useful to society and themselves. To that end the schools must arm youth with the most advanced disciplines and all that is new and productive in science and in human thought and knowledge, so that when they finish their studies they will benefit by a broad professional horizon and a thorough scientific and technical training and will have a complete and comprehensive qualification enabling them to adjust to the constant changes taking place in the economy and in other social activities. Practical technical training for purposes of rapid integration of youth in work, multiple qualification, and thorough instruction in the basic sciences are the major aims of improving education in the present stage.

The economic purpose of education, namely providing the economy with trained personnel meeting the standards of modern, multiqualified technology, is closely involved with its social-human purpose and with concern, in the spirit of revolutionary socialist humanism, for the future of the young generation and for creating the best conditions to enable every citizen to fully advance without restriction according to his aptitudes and wishes and the entire people's general interests. The combined economic and social-human purposes and the political purpose of education are to enhance all workers' awareness and to develop the revolutionary socialist awareness of every member of society, which are indispensable to the entire people's further participation in socioeconomic management.

In order to attain the great aims of socioeconomic progress set by the party for the present stage and beyond, integration of education with scientific research and production must be emphasized even more intensively through regular assimilation of the most advanced scientific achievements in the teaching process and through youths' actual participation in production as well. As Academician Dr Eng Elena Ceausescu said at the Plenum of the National Council for Science and Education in October 1986, "Training of pupils and students must also include better experience in production, so that it will serve to form the habits essential to the best practice of the trades and to rapid and effective integration in productive work." Meanwhile scientific research in higher education must make

a greater contribution to the priority programs for socioeconomic development and to the general progress of science, technology and culture.

Within this whole system of interdependences, education makes it possible to develop, select and apply the scientific disciplines to strike a dynamic balance between general and specialized culture. Therefore it plays and must play an increasingly vital part in activating scientific research, because the degree and ways in which scientific research contributes to socioeconomic development ultimately depend upon the people who use the research results and upon their professional qualifications and competence.

Accordingly the individual is the decisive factor for accomplishing the new scientific-technical revolution and also for applying its results. Revolutionizing the structures of his awareness by means of improved professional training, thorough acquisition of the disciplines experience and habits necessary to practice his trade, assimilation of the technical and scientific innovations required by modern production means, and higher political-ideological and cultural levels up to the level of contemporary technical-scientific knowledge and the requirements of social practice are the chief concerns of education in the process of building the fully developed socialist society and of Romania's advance toward communism.

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[Text] Nicolae Ceausescu said, "In order to make a general change we must also change not only the way of thinking and acting of people, party and state activists, and cadres but also the effort to enhance the general awareness and the masses' sense of responsibility for implementing the socialist construction programs."

The goals and tasks set by the 13th RCP Congress, the party secretary general's guidelines and directives, and the all-around progress of Romanian society are inseparable from development of socialist awareness and promotion of a new way of thinking and acting. Therefore the ideological and political-educational effort to develop socialist awareness and to foster the revolutionary spirit has a vital part to play in the broad process of improving and modernizing all aspects of society, which is characteristic of the present stage of Romania's development. As Nicolae Ceausescu said in his speech greeting the secretaries for organizational problems of the central committees of the communist and workers parties in some socialist countries, "We must try to raise the level of ideology and awareness of the public and the communists for better understanding of the changes, while preserving the revolutionary spirit and remaining always revolutionaries, in view of the necessity of eliminating the old and always boldly promoting the new in all activities."

The RCP and its secretary general believe the entire effort to form and develop advanced socialist awareness and to raise people's professional, political-ideological and general cultural standards must be based upon the principles of scientific socialism and the creatively developed and constantly enriched historical and dialectical-materialist revolutionary theory as a true guide to action and a basis for new knowledge, new discoveries, and further improvement of society and accordingly of thought.

In the light of these program guidelines, ERA SOCIALISTA published in No 10, 1987 the first part of a series of articles on questions of forming and developing revolutionary socialist awareness and making it a motive force for all-around national progress. We are publishing the second part of the series in this issue.

[Article by Univ Prof Dr Gh. Al. Cazan: "The Revolutionary Spirit as Part of Socialist Awareness"]

[Text] Creative development of the Marxist theory of the dialectical relationship between social existence and social awareness and the effort to form the new man are brilliantly reflected in the RCP's and its secretary general's theoretical and practical works, which are chiefly characterized by their revolutionary spirit.

Nicolae Ceausescu regards formation and development of socialist awareness as objective necessities of the very process of building the new society, originating in the distinctive nature of socialism as a purposeful undertaking together with and for the people. Construction of the new order is not automatic or involuntary but a far-reaching and protracted revolutionary process requiring the entire people's active and knowledgeable participation.

Not even in socialism does social existence influence people's awareness automatically or directly, since social awareness is not a mere reflection of social existence. On the contrary, social existence determines awareness through the intermediary of a number of factors, even including the "data of awareness," which essentially reflect social existence through psychological, moral, ethical, philosophical, legal and other "filters." But awareness is not confined to mere passive "reception" of the influence of social existence. In its turn it affects social existence itself via a number of intermediaries. This principle of historical and dialectical materialism acquires a particular content in socialism.

Analysis of the relationships between social existence and social awareness in the new order indicates, in addition to the processual character of those relationships, the fact that the new awareness is purposeful socialist social existence. And this means that the evolution of socialist existence as a purposeful development involves awareness itself in and with its new "organizations." Accordingly awareness is not just a more or less accurate reflection of social existence but also a way of "organizing" it.

The revolutionary party of the working class plays a critical part in instituting socialist awareness as an essential factor for "organizing" existence, and it generalizes the new and advanced awareness among the masses through its extensive activity. Under these circumstances socialist awareness emerges and operates as a critical revolutionary awareness. That characteristic pertains to the very nature of its structure and of the relationships among the factors that go to form it, among which historical and dialectical-materialist philosophy, scientific socialism and revolutionary ideology, as the basis for forming and developing socialist awareness, are vitally important. The process of promoting revolutionary philosophy, basic to manifestation of advanced socialist awareness, calls for a broad and comprehensive effort wherein the family, the schools, all levels of education, scientific research, the arts and mass communications media have a revolutionary part to play themselves.

The revolutionary aspect of socialist awareness means its own method of learning and the form it takes in order to agree with the facts of the new order. The revolutionary spirit is what must and does characterize the development of the human being in socialism as an active personality and a purposeful builder of his own future, and it can accordingly be defined as the advanced awareness that can make an active contribution to world reform based on knowledge of nature, society, science and culture and on application of progressive social-historical experience. So understood, the revolutionary spirit figures not only on the level of knowledge but primarily in its dialectical unity with social practice. Therefore the revolutionary spirit as an aspect of socialist awareness requires specific promotion of the latter and of a new way of thinking and acting. It is reflected in people's actions and especially in the effort every communist and citizen is making in his own activity, in the entire people's firm commitment to the struggle to overcome the various difficulties, obstacles and shortcomings that arise in the course of carrying out the assignments, and in the improvement of the activity of every member of society in keeping with the present requirements. As Nicolae Ceausescu said in his speech greeting the secretaries for organizational problems of the central committees of the communist and workers parties in some socialist countries, "Socialist construction and especially the new stage the socialist countries are in particularly require development and maintenance of the revolutionary spirit in theoretical and ideological work and in the practical work of socialist construction as well."

Being profoundly historical and characteristically processual, the revolutionary spirit is nothing innate but is formed, acquired, fostered and learned. As experience in socialist construction proves, it is no inherited endowment nor any sole property of any persons or imaginary "elite." It is a collective social possession, a state of mind and a course of action to be cultivated and developed, and the revolutionary party objectively plays a critical part in that.

The revolutionary spirit combines a composite structure, ontological, epistemological and praxiological, and there is also an ethical-political side to its composition and manifestations. It is not only a reflection of social existence or merely a form of knowledge of it, but also a reflection of the promotion and development of some new values characteristic of socialism both in the political field and in that of standards of coexistence and behavior. Ethically and politically the revolutionary spirit is critical and constructive, representing the new and also the effort to promote and to eliminate all that is outmoded and no longer meets the requirements of the present developmental stage.

As the RCP points out, in view of its structure and of course its role, the revolutionary spirit must figure effectively in all social activities, in improving all socioeconomic activity, in strengthening order and discipline at work, and in the selfless dedication with which all citizens are expected to meet their obligations to the nation, the people and the socialist and communist cause. In fact regular comparison of the revolutionary spirit with the data of existence, perception of the nature and direction of social development, and firm commitment to promoting the new are characteristic of the development of the revolutionary spirit. As the party secretary general says about this, "Without constantly understanding the new and without approaching the phenomena of experience and revolutionary social changes boldly and morally, there can be no solution of those problems, no successful fulfillment of the tasks of the new order, or any effective ideological work."

Consistent application of the principles of socialist ethics and justice has a particular part to play in developing the revolutionary spirit as a promoter of the values of socialist society and of the new in all social activities. Implementation of those principles accurately reflects the revolutionary spirit and its manifestations in practice, while the way they are implemented is essentially the criterion of development and generalization of the revolutionary spirit. Accordingly all-around development of the personality and firm commitment to production and promotion of Romanian socialist society's material and cultural values bring out the manifestation of the revolutionary spirit and the transition from ideas to actions and from thought to actual fulfillment with a social value.

As a combination of the ethical and political, the revolutionary spirit requires all members of society to play an active and purposeful part in building a new and truly human life, while combatting outmoded attitudes and practices and various old and backward ideas. The revolutionary spirit is an essential characteristic of the new man, and by its particular nature it is in a constant "state of vigilance" and criticism of anticommunist, antidemocratic and antisocialist ideas and of irrational and mystical trends and schools and all attitudes that misrepresent and humiliate the human being. It is also the source of theoretical and practical criticism of bureaucracy, subjectivism, arbitrariness, individualism, selfishness, complacency and all tendencies to ignore the objective necessities and laws of social development.

Being closely connected with the individual and the community of socialist society and being a "product" of the new order, the revolutionary spirit also illustrates what the revolutionary spirit also illustrates what the individual and the community represent. It brings out a new personality and new socioeconomic and political structures that are profoundly humanistic by their nature. The purpose of the new society and its internal law is to guarantee each of its members the right to life, happiness and all-around fulfillment.

The success of the great aims and tasks of the present stage of Romania's development depends upon people, their revolutionary socialist awareness, and the level of their professional, technical, scientific, cultural and moral-political training. Therefore, as Nicolae Ceausescu said, "In order to revolutionize all society we must first reform people, who are expected to accomplish these revolutionary changes and to secure the successful construction of the fully developed socialist society and communism."

[Article by Dumitru Ghise]: "Formative Function of Socialist Culture"]

[Text] Nothing can reflect a nation's material and cultural strength and, I would say, its moral strength more graphically than its historical effect upon the natural, social-human, scientific-cultural and artistic "landscape" wherein it dwells. Nothing can reflect a people's energy, outlook, abilities, inner strength and mentality more accurately than the wisdom and perseverance with which they form a life style of their own incorporated in their accomplishments, in their economy, politics, art and culture, in their relations with other peoples, and in the care with which they prepare for their future without for a moment forgetting the present and the past.

From this standpoint and in comparison with their past of many millennia, nothing can mobilize the qualities of the Romanian people and of their leading political force, the RCP, better than their current history. The present state of socialist Romania and the great revolutionary changes made in all economic, political and social-cultural activities and in the way of thinking and living are inseparable from the existence, activity and struggles of the RCP, the vital center of the Romanian socialist nation. Revolutionary humanism, workers democracy, and independence are all equally vital gains and values which, thanks to the RCP's wise and far-sighted leadership, have raised Romania to the peaks of socialist civilization and assured it a worthy and prestigious place among the nations of the world. The Ninth RCP Congress and the election of Nicolae Ceausescu to the highest office of party secretary general were points of critical historical importance in the whole difficult process of socialist revolution and construction, developing the party's political leadership and establishing the party as the vital center of the nation. The great progress made in the last 22 years is inseparable from the prodigious, far-sighted and profoundly creative work done with revolutionary fervor by the party secretary general and president of the Socialist Republic of Romania.

Thanks to the RCP policy, the "landscape" of Romania, a free and independent socialist country wherein the people are entirely self-determined, was radically changed in a brief historical period by recouping what could not be done because of the vicissitudes of history and an unjust system. Throughout the length and breadth of the land in all counties and all localities, the RCP as the architect of all our achievements has filled the economic gaps as well as the social, political, scientific and cultural ones.

The presentation of these achievements would remain one-sided if we did not mention the party's most striking "project" on the "landscape" around us, namely the creation of a new man endowed with a revolutionary awareness, a broad cultural horizon, and the morally superior world of socialist ethics and justice. That man is becoming more and more of a creator of history himself, in mass proportions. Thanks to the consistent efforts of the party and Nicolae Ceausescu to further develop and enhance socialist democracy and apply the new economic-financial mechanism and the principles of workers self-management and financial self-administration, the workers are taking an increasingly active part in making the decisions and plans for future historical construction.

Because of the party policies and the party secretary general's innovating determination of the part science is to play in society, Romania now has, for the first time in its history, a programmatic state policy on scientific research, technological development and introduction of technical progress, as well as a broad and thoroughly sound plan for devoting the increasingly extensive and profound contributions of science and technology to construction of the new order and revolutionary humanism. Meanwhile the RCP has formed a clear idea of the place and growing role of culture among the radical and comprehensive changes in society as a whole, while party guidance of art is becoming a powerful lever for revolutionary indoctrination of the masses and enrichment of their minds. Creating cultural values along with material ones has become a major way for the workers to acquire a new identity. By creating a new man and a new humanism, namely revolutionary humanism, the party has placed Romanian socialist civilization on the most lasting basis.

The effort to reform the individual himself is accordingly a prevailing constant of the party's policy and its organizational, ideological and cultural-educational work, and it is based upon the RCP's very conception of socialist construction, a construction which is becoming more and more purposeful in time as it eliminates the involuntary and haphazard and which is accomplished only in and through people endowed with revolutionary awareness. The quality of this construction is and has been a result of dialectical correlation of the actions of the objective and subjective factors. Nicolae Ceausescu says, "We think the new man as the builder of socialism and communism should master the most advanced gains of science and human knowledge and be characterized by high political and moral qualities, by enthusiasm for creative work, by bold thought, action and promotion of the new throughout society, by perseverance in the struggle for justice, truth and the principles of socialist ethics and justice, and by determination to fight with courage and dedication in defense of the revolutionary gains, national sovereignty and integrity, and the cause of communism in Romania."

Once the contrast between physical and intellectual work is eliminated and the essential differences between them are attenuated, all relations and activities acquire a more and more pronounced cultural aspect. Culture penetrates further and further through all the pores of society and becomes an increasingly characteristic aspect of all social practice. This situation also affects the concept of culture, which can no longer be confined to any limited field of specialized activity but includes the whole mental, axiological, behavioral and communicative world of the socialist system. In that broad sense, socialist culture combines, in the spirit of the Marxist traditions, the scientific with the humanist spirit, science with art, culture with morality, and understanding with action.

In the present period the formative function of culture is inseparable from the historical movement toward socialism and communism and from the values that characterize the socialist and communist ideals. The creative and innovative aspects of socialist culture and its free horizons open to the future are significant in this respect, together with its mission to be critical and revolutionary by virtue of its right to eliminate from social awareness and practice and from individual awareness and behavior all that has encroached upon human existence and the dignity of man over the years, such as flagrant violations of social, national and human freedom and justice.

It goes without saying that socialization and individualization on the basis of socialism become impossible if "neutrality" of culture is accepted, or cultural deviation generated by axiological eclecticism or localization and isolation of the concept of culture in one of the cultural fields exempted from the social responsibility attached to culture. All Romanian socialist society and all its generations feel the need of such demands upon culture.

As in all the other areas of society, the victory of the Antifascist and Anti-Imperialist Revolution for Social and National Liberation brought with it radical innovations in the field of Romanian culture too. Due to the RCP's unremitting effort toward harmonious development of the economic base and social superstructure and of all the material and cultural sectors of society, the culture of socialist Romania was more and more extensively developed and became a revolutionary-humanist culture of and for the masses and of all generations. An entire network of youth organizations and especially the Union of Communist Youth,

the mass and public organizations, cultural institutions and establishments, the press and TV, publishing houses, artistic unions, cinematography etc. are working under party leadership to this end.

Romanian culture of today is imbued with revolutionary enthusiasm and understands better and better its social and human calling and its far-reaching functions in forming a new awareness, in understanding "from inside" the condition of the builder of history and a new life, and in shaping the new moral values and ideals of socialist society. By virtue of all that it has accomplished that is better, whether it is in literature, music, fine arts or cinematography, it has become a real and powerful lever for the cultural edification, formation and development of the new man, as well as a more and more real aspect of the existence of increasingly broad masses of workers who are not only consumers of culture but primarily active participants in the very process of cultural development. For Romania, the National Cintarea Romaniei Festival could not illustrate this better.

In bringing out the great progress made in socialist culture via the Report Presented by the Party Secretary General, the 13th RCP Congress also pointed out that in the new stage of Romania's development the revolutionary spirit must be promoted more boldly in all creative cultural activity. "Literature and the arts, which have been intensively developed in the years of socialism and have produced new and very valuable works with a major role in all cultural-educational work, must promote the revolutionary spirit more boldly in the new output."

What is the actual meaning of the revolutionary spirit in culture? Of course the most exact and detailed determination of this concept always requires a very extensive and profound theoretical effort to disclose, in particularized forms and for the various components of culture, those qualities which, taken together, best express what we mean by the concept of the revolutionary spirit. For us, the revolutionary spirit is manifested primarily in the attitude of the creator of values toward the social and individual reality, the individual and the meaning of his life, and in the way that attitude appears, in particular forms of course, through the deepest interstices of the output, of the scientific or artistic work, or of the cultural act. Love for man and his historical destiny and the struggle for his happiness, freedom and dignity, for the further improvement of his life, for his constant material and cultural progress, and for justice and moral improvement are unquestionably the main thrusts of the revolutionary spirit. Only the total commitment of culture to the course marked by these fundamental standards of socialist humanism can make it embody the revolutionary spirit in its inexhaustible manifestations. An amorphous, placid and insipid culture, composed of gratuitous arabesques and sterile frills, alienated from man and his needs, cynical and aberrant can have nothing in common with the revolutionary spirit but is ultimately a contradiction in adjecto and a lamentable misappropriation and abdication of its original purposes.

Marx said in one of his famous theories that if philosophy is to accomplish its profound mission it must not only contemplate the world but also reform it. Mutatis mutandis, any true culture imbued with the revolutionary spirit can only be one that goes beyond contemplation and gratuitous sterility and takes responsible action through the created values to widen the circle of light, freedom and dignity of man and to enable him to become the demiurge of his own destiny, to prize his work, country and people, to be enterprising in learning the secrets of nature and the objective laws governing social development more and more

thoroughly, and to fight fearlessly to do away with prejudices and obscurantism, to promote the new and advanced in society more and more extensively, and to reform the world and the human being himself. Accordingly the revolutionary spirit in culture is identified with responsibility for the individual and his future and for steady socioeconomic development (since individual happiness is impossible without the general happiness of all society) and with the highest ideals and aspirations conceived by socialist and communist society. Inspired by this guiding spirit, socialist Romanian culture to new and better heights in keeping with the historic effort toward world reform led by the party.

[Article by Dr Marin Badea: "Role of History in Mass Patriotic Education"]

[Text] Since history has always been a reflection of a people's self-awareness historical science has an outstanding part to play in the RCP's political-ideological work and in the extensive undertaking of forming the new man as a purposeful builder of the fully developed socialist society. The living book of history contains conclusive answers to questions like the one asked in the middle of the last century by the great Romanian patriot, Mihail Kogalniceanu: "What are we, whence do we come, and whither are we going?" Through the images of past events and processes, the book of history contributes to a better understanding of the socialist present and of its so rich accomplishments, which cannot be explained without knowledge of the pedestal on which they stand, that is all that the preceding generations have created over the years.

In Nicolae Ceausescu's view, history as a science has always been an inexhaustible source of lessons. He says, "We have a wonderful history and we can take pride in the accomplishments of the Romanian people and our ancestors. We have a duty to know and explain as clearly as we can all the important points in the history of the formation and development of the Romanian people and nation, especially since there are still some foreigners even today who are trying to question and minimize the Romanian people's history and struggles." With his well-known love for the people and their history and for their ancestors' magnificent deeds of valor in the struggle for Romania's independence and for its rise to the highest peaks of culture, civilization, progress and prosperity, Nicolae Ceausescu argues for the need of historical knowledge and description of the Romanian people's place and role in world history. "The facts and realities are such that they enable us to reject any attempt to diminish the role of the Romanian people and nation in the development of mankind and world culture. We are proud to say this because many Romanian scientists and other scholars have given both the Romanian people and all humanity achievements that will stand forever."

By presenting the heroic course taken by the Romanian people and their ancestors, a course of struggle, sacrifice and labor, and by bringing out the direction of social evolution and the action of the objective laws of social development in addition to the succession of facts, history as a science helps to indoctrinate the workers and the young generation in the spirit of revolutionary socialist patriotism and it further enhances the people's confidence in their powers and their ability to succeed in building their own future. History can and must keep increasing its contribution to development of advanced socialist awareness with its data and conclusions.

History has an immense role in fostering the sense of social responsibility by bringing out the image of the past in close correlation with the needs of the present, because in revealing the historical aspect of the formulated options and measures it facilitates comparison, analysis and new options for the present and the future. In that way history provides the essentials for determining social action and helps to direct the actions of the individual and of the various social categories and groups. That is the profound significance of the party secretary general's suggestion: "Let us teach Romanian youth history, and not only that but also to strive to add new deeds and achievements to the Romanian people's glorious history through new accomplishments in all activities."

By presenting the culture and civilization of the Thracians, Dacians and Getae, who were the origin of the Romanian people, the heirs to the best qualities of the Romans and Dacians, historical science helps to outline the true picture of Romania's evolution and the Romanian people's long struggle for freedom, unity, independence and social progress. The Romanians did not come to this land from any other region of the world but inhabited the Carpatho-Danubian-Black Sea area continuously, heroically defending their country and their very existence as a people and contending with the many vicissitudes of history for political unity as a necessary corollary to ethnic and cultural unity.

By its nature history can foster love of country very effectively, as well as the spirit of dedication and sacrifice for the people's material and cultural betterment and for their ideals of social and national freedom. When history depicts the actions of the masses, personalities, peoples and their leaders, it presents collective and individual destinies and implicitly suggests specific ways of integrating the individual and his objectively determined aspirations in the nation and socialist society more and more closely, demonstrating the close tie between him and the people and between him and his country. The RCP Ideological Program accordingly points out that "History is the basis of any ideological, theoretical or political-educational activity. There can be no patriotic socialist indoctrination without knowledge of and esteem for the past and our ancestors' labor and struggles."

The science of history also provides graphic examples of collaboration between the Romanian people and other peoples and between the Romanian and other nations, which have often joined in a common struggle for freedom, independence and social progress, and it directly bears out the idea that peoples can and should progress together on the way to prosperity and civilization through their joint efforts. Of course history cannot affect the peoples' awareness favorably unless the research results are the product of in-depth knowledge of the facts, the analysis of the sources is based upon rational and objective criticism, and the interpretations and conclusions are the result of no effort other than that of serving the truth. Putting history as a science to work for political practice is desirable and necessary, but it must not be done in a pragmatic utilitarian spirit and particularly must not lead to conversion of historical knowledge to an instrument for subjective distortions, either through arbitrary systematization of the data and facts or through gross disregard of some of them in the name of so-called innovations or modern concepts.

The RCP does not think history should provide distorted or false pictures or misinterpretations in support of political ideas and purposes contrary to the spirit of international collaboration and mutual aid. Nicolae Ceausescu said once again

in his speech at the Joint Session of Workers Councils of Hungarian or German Nationality on 27 February 1967 that history should not serve "aggravation of bad situations but rapprochement and friendship among peoples. In the more recent period especially, the ruling classes in a country have had a role in many of the historical events. But the existence of low points in international relations in a given historical period should not be emphasized, but the policy of the former exploiting ruling classes should be delimited on the basis of the need of developing and producing a new history, one of friendship and collaboration."

As a main subject of political-ideological work, as Nicolae Ceausescu defined the function of history as a science in Romanian society, history is called upon to keep increasing its contribution not only to the formation and improvement of the mentality of the builder of the new society, but also to the effort to determine, interpret and specify the structures and mechanisms of contemporary social development and its direction. It is only by such a commitment, based on the dialectical relationship between existence and awareness and between social-political action and its subjective reflection, that history can help to solve any current or long-range ideological problems. Nicolae Ceausescu says on this subject that "So far from being a strictly documentary investigation of the past, historical research is also to a great extent a science of the present, as experience tells us... The findings of historical studies can help contemporary man better understand the objective laws governing society, as well as the necessity of acting according to the requirements for progress. History is also called upon to support by its conclusions the improvement of social organization of today as well as relations among states and nations and peaceful collaboration among all peoples of the world."

This principled viewpoint, entered in the documents of the 13th Party Congress, strikingly reveals the need of a more firm commitment of history as a science to the increasingly dynamic and accelerated course of social practice, on the solid ground, to be sure, of the working-class conception of the world, that is historical and dialectical materialism. In view of the content of those political-ideological requirements, to which the servitors of history must answer to an increasing extent, the RCP and its secretary general have been firmly advocating inauguration of a truly scientific spirit in historical research. In the light of the extensive beginnings made by the Ninth Party Congress and the ideas and policies consistently promoted by the RCP in the last 22 years, historical researchers are expected to redouble their efforts to study the historical phenomena and processes in depth and to make a growing contribution to formation of the new man and development of his revolutionary patriotic awareness.

[Article by Dr Dan Cruceru: "Revolutionary Ideology and Socialist Values"]

[Text] In the course of building the fully developed socialist society the RCP and its secretary general have evolved vital concepts, theories and policies concerning society as a whole in a state of constant revolutionary change, which is a very far-reaching and profound historic undertaking that objectively and regularly requires radical qualitative changes in all social activities. On that basis a new set of values has been developed and promoted in Romanian socialist society as an objective necessity determined by the new kind of relations established among people in the process of producing and reproducing their material

existence. That purposeful change, based on society's material development, reveals the active relationship between social existence, in the dialectical entirety of its aspects, and social awareness as a controlled and controlling factor at the same time. As Nicolae Ceausescu says, "We are proceeding from the principles... that in its turn awareness can exert a powerful influence upon social progress and that the advanced ideas winning over the masses are becoming a immense material force for progress."

Accordingly in the vast and complicated effort to improve the scientific management of Romanian socialist society, the RCP and its secretary general have specially emphasized development and promotion of socialist awareness and revolutionary ideology as motive forces for all-around national progress.

The fact objectively follows from in-depth analysis, based on historical and dialectical materialist philosophy, of the relationship between the cultural output (as a field of intellectual activity) and socioeconomic vitality that the new society produces a new kind of culture, namely socialist culture, which includes a new set of material and cultural values the development of which calls for an increasingly active role of the subjective factors. Social-material determination of culture is supplemented by the political-ideological and theoretical-philosophical ones. Revolutionary ideology, together with the institutional factors and especially the political ones, drives the process whereby culture becomes functional and contributes, via the subjects who master it and act according to its values, to the material and cultural social reforms and to the training of the people involved in those reforms.

The field of values is an essential aspect of human activities, and it is based on social practice. In every historical period the community benefits by a set of values classified according to some socially determined criteria in keeping with the general socioeconomic, political and cultural development of society. The constantly evolving set of socialist values is formed in correlation with the new base of society, wherein socialist ownership of the production means is basic and determines the further development of the new production relations. The social function of this set of values is not only to reflect society faithfully and dialectically and reality objectively but also to contribute actively to their reform, to the formation and development of people and their socialist awareness, and to the continuing improvement of their knowledge. Intensified efforts toward socialist indoctrination of the masses, regular involvement of the entire people in social management, cultivation of enthusiasm for the new and for its identification and advancement, promotion of real value criteria for evaluating people's activities based on results of work, and encouraging manifestation of the revolutionary spirit in all fields are accordingly constant concerns of the RCP.

Socialism's set of values has a profoundly humanist characteristic, namely a complete and comprehensive revolutionary humanism. Suppressing private ownership, which alienates the individual, and increasing his participation in the act of culture as a creator and evaluator permit his purposeful return to his status as a social and cultural man, that is a "total man" as Marx called him.

In Romanian society today revolutionary socialist humanism is the basic axiological criterion, consistently applied in all economic, political, social, cultural and scientific activities, and the aim of the party's whole policy. Accordingly promotion of revolutionary ideology coincides with promotion of an axiology

for which the interests, will and aspirations of the masses are the source of the principles and values of the new order and the social structure for their validation.

As a social-historical human product, culture has a highly active role of a marked ideological nature in the given social system, in the evolution of its various structural components, and in formation and development of the personality. Manifesting its own relative independence against the background of social-historical determinations, culture performs its ideological function in many ways, political, legal, moral, philosophical and artistic. But the active role of culture is also very comprehensive in connection with ideology itself, so that culture influences the evolution of ideology and lends it a certain value aspect permitting selection of the ideological constructions and their entry on the corresponding value trajectories not only of the requirements of social development but also of the process of promoting the personality and its creative potentials. As an action of a human group aware of itself, culture regularly determines the appearance of new values through both its ideological and creative aspects.

Moreover culture in its specific-historical form is essential to development and promotion of the various ideological systems. There can be no ideology as a theoretical-attitudinal procedure representative of societies' interests or those of classes, social groups or communities without considering that a number of values of the intellectual culture are involved in developing that procedure.

The ideological function also figures in the penetration of cultural values into all sectors of society. It is performed in the formative-educational process and in that of guiding people's options for certain cultural and accordingly ideological values promoted by society. This guidance involves both acquisition and creation of cultural values, including ideological ones, in order to implement the human model for which socialist culture militates.

Accordingly culture performs its ideological and, in general, social function in close connection with promotion of party management of the whole revolutionary process and with the performance of the cultural-educational role of the workers revolutionary democratic state. Moreover this function is differentiated according to each form and sector of culture and with each stage of socialist construction. It has a certain processual character and particular characteristics from one stage of building the new society to another, and it presents some contradictory situations due to the complexity of the process and the dialectical method of correlating the subjective with the objective factors.

By virtue of its ideological function, socialist culture figures as one of the essential factors for general social development, full assertion of the RCP's revolutionary ideology, and its vital role in forming new values and the new man. In this way socialist culture makes a substantial contribution, by shaping people's awareness and their personalities, to the resolution of contradictions, elimination of intellectual inertia, and the workers' growing perception of their position in society as owners, producers and beneficiaries of all material and cultural values and possessions. With the advanced revolutionary values at its center, it is expected to develop all workers' awareness, to contribute to intensive promotion of feelings of love of country, people and party, to oppose various foreign ideas and attitudes that retard social-human progress, and to promote the principles of the revolutionary theory constantly. As Nicolae

Ceausescu says, this intensive educational process "will lead to formation of the new man, with a broad knowledge of the universal laws of development and of the advances of modern culture and science, and an active militant for revolutionary world reform and the noble ideals of communism."

[Article by Cornelia Costin: "Work as a Decisive Factor for Socialist Awareness"]

[Text] In the present stage of Romanian society's development, when we have to resolve problems critical to Romania's steady progress on the path of construction of the fully developed socialist society and the advance toward communism and to a new quality of work and life in all fields, it is more and more necessary to redouble the effort to form the new man and revolutionize his thinking and awareness. As Nicolae Ceausescu says, we must improve more and more intensively "the standard of training in all fields in order to accomplish a real revolution in awareness, in the kind of work, and in everyone's attitude toward his activity."

Reform of the individual and formation of socialist awareness are extensive, comprehensive and complicated processes directly dependent upon development and modernization of the production forces, improved social and production relations, and a regular political-ideological effort. Attainment of the great goals set by the 13th Party Congress requires fully trained people with high professional, technical and scientific qualifications and a broad cultural background and accustomed to live by socialist principles and to take an active part in society with an advanced outlook, being capable of total dedication to the cause of national progress, independence and sovereignty, to the people's interests, and to the new order's ideals. Such people can be trained only in the course of work, in the effort to solve the problems of social development and with the aid of all the educational elements. That is in fact the way the RCP Ideological Program formulates the problems of forming the new man and socialist awareness and promoting the revolutionary spirit as major aims of building the fully developed socialist society.

Work is a distinctive feature of man, the primary requirement for a human being's existence and the factor that "created man himself," as F. Engels concluded. By causing a "constant withdrawal of the natural limits" (K. Marx), work emerged in the course of historical evolution as the main source of human civilization's development.

While in the societies divided into antagonistic classes work means oppression and a burden to most, by abolishing exploitation of man by man forever the socialist system made radical changes in the content of work. The man of the new, socialist society no longer works for a thieving minority but solely to meet his needs and those of his country, and each one's efforts contribute to the general progress. Therefore in the socialist society of creative work and social justice and equity the new man can be formed and developed only through work, since it is in fact critical to promotion of revolutionary socialist awareness and to the moral and political education of the masses. Work is what makes human dignity authentic.

In the RCP's view work is a first duty of all members of society and the sole source of their existence, while its results are the essential criterion for social appreciation and advancement. That requires consistent application of the

socialist principles of pay according to the quantity, quality and social importance of each one's work, especially since those principles are still violated in some sectors, making it possible for some to draw incomes without working. Nicolae Ceausescu says, "The material incentive in socialism depends heavily upon consistent application of the principle of pay according to work and quality of work, and the overall contract system we have instituted provides for proper implementation of that principle."

Socialist ownership of the production means permits full application of all workers' creative initiative. The individual is becoming increasingly conscious of the fact that he is working not only to meet his own needs and those of his neighbors but also for the general interests of society, the advancement of which determines the very fulfillment of his aspirations. Work is regarded more and more today not only as a means of making a living but also as a source of satisfaction in itself. Accordingly an old ideal of humanity, making work a human necessity, is taking shape in Romanian socialist society, wherein work is considered both a vital necessity and everyone's honorable duty.

The fact that in socialism the workers have acquired the threefold capacity as owners, producers and beneficiaries of all the results of their activities is giving rise to a new attitude toward work and encouraging greater responsibility for exemplary performance of assignments, intolerance of superficiality or indiscipline, and the conviction that it is only through their creative activity dedicated to construction of the new order that people can achieve their vital aspirations. Devotion to work and the effort to master all that is new in a profession, science and technology result in constant self-surpassing and enhance creativity, originality and the innovating spirit. In the present stage especially, when the entire people are facing new and increasingly complicated tasks, it is necessary to keep improving professional qualifications and training as essential to accomplishment of the aims of the new technical-scientific revolution and the new agrarian revolution.

The enterprising programs for Romania's socioeconomic development cannot be implemented with great competence and responsibility, diligence, a selfless, dedicated spirit, improvement, self-improvement and self-surpassing. Romanian society needs highly qualified people and thoroughly and fully trained specialists who will reject any tendencies toward superficiality or complacency, show responsibility in all they do, and be enthusiastic and devoted to their work, and who also realize that they cannot ask of society any more than they offer it themselves. In the extensive process of Romania's all-around development, selfless dedication to work, the revolutionary spirit, and determined promotion of the new are vital moral-political values reflecting a high political and moral socialist awareness.

Active participation of all members of society in attaining the major goals set by the 13th RCP Congress is a basic requirement for all socioeconomic development. Accordingly it is vital to develop the masses' spirit of initiative, to use advanced experience, and to consistently apply the principles of self-management and self-administration, which are opening up a broad field for creative initiative in the work of every member of society.

The socialist attitude toward work also involves collaboration and mutual aid among people, better social relations, promotion of the spirit of justice, honor

modesty and correctness, and opposition to inertia and conservatism. And so as Nicolae Ceausescu says, "We must indoctrinate all citizens in the spirit of the cult of work, of free work relieved of exploitation in Romanian society, the sole source of the progress and prosperity of the Romanian people and socialist nation, and the chief means of promoting all citizens' talents and creative power, of manifesting the personality, and of everyone's moral self-improvement."

The schools, the family, the workers collectives, the public organizations and public opinion have increasingly important tasks in this connection. Under party leadership, they are called upon to contribute to intensification of the effort to enhance political awareness by facilitating understanding of the developmental directions of human society in general and of Romanian society in particular, to armament of the masses with the revolutionary conception of the world and life, and to their political-ideological improvement.

[Article by Mihai Raducanu : "Socialist Awareness and Workers Revolutionary Democracy"]

[Text] The workers' and the people's effective and increasingly wide participation in purposeful construction of their own future has emerged strikingly in the last 22 years as a characteristic fact of socialist Romania, with considerable good effects upon the nation's rate of socioeconomic development and its evolution to new peaks of progress and civilization. Accomplishment of the great aims of the present stage set by the 13th RCP Congress objectively require greater participation of the masses and the entire people in preparing and implementing the party's and state's domestic and foreign policies, as well as all workers' responsible and competent commitment to management and organization of all socioeconomic activity. As the party secretary general says about this, "We must never forget that we are building socialism with and for the people, and that development of workers revolutionary democracy and mass participation in management are critical to the people's purposeful construction of their own future and to the victory of socialism and communism in Romania."

With the growing development of workers revolutionary democracy and continuing improvement of the Romanian democratic system, a complicated problem with many implications for social practice is presented by further improvement of mass participation in management, in decision making, and in the latter's scientific determination in full accord with the objective laws of progress and with the changes taking place in the various social activities. Accordingly the workers' professional and scientific training, their political level, their ability to grasp socioeconomic problems, their general cultural background, their dedication to the values of socialist society, and their revolutionary awareness expressed in action and practice are of critical importance. The RCP Program for Building the Fully Developed Socialist Society and for Romania's Advance Toward Communism says that "Socialist democracy will develop as the degree of training and competence of the workers improves and their background of knowledge and political and ideological level is enhanced."

In the present stage of pronounced socioeconomic vitality, when full and rapid application of the gains of the present technical-scientific revolution is becoming an objective necessity and unprecedented, often complicated and difficult problems are arising in the practice of revolutionary social reform that demand heavy investments of intelligence and competence for their solution, no responsible or efficient participation in socioeconomic management is possible

without people who have been thoroughly trained from both the professional and political standpoints.

Consistent implementation of the principles of self-management and self-administration on the level of all units, where fulfillment of the socioeconomic development plans is actually decided, requires a considerably greater sense of responsibility on the part of all workers, increasingly intensive development of their creative initiative, strengthened order and discipline, and display of an active, militant attitude toward defense and development of socialist ownership.

The formation in the last 20 years of the structure needed for growing participation of the masses in managing Romanian socialist society has enhanced their political experience and made them increasingly aware of their critical role in accomplishing the aims of socioeconomic development, so that as the party secretary general says, "We must find more and more new forms and improve the existing ones by constantly enlarging the democratic structure and securing the entire people's active and purposeful participation in management of all activities." Socialist democracy is a changing reality incompatible with any ossified organizational structure, and it must be constantly developed and improved in close connection with socioeconomic development and the new requirements and demands arising in the practice of revolutionary social reform. The entire people and every worker are expected to contribute to this process through more intensive efforts to find new and efficient ways of reflecting the masses' interests and aspirations in socioeconomic organization and management and in accelerating Romanian society's material and cultural progress.

The National Cîntarea României Festival is one of the ways of increasing worker participation in social activity. It is an extensive competition in the most noble humanistic expression initiated by Nicolae Ceausescu, and it has enhanced the vitality of Romanian cultural activity. That noble initiative has created and constantly improved a broad, unprecedented framework for workers' effective participation in implementing the party's cultural policy and in vigorous expression of their personalities as representatives, producers and beneficiaries of an advanced culture. It has intensified, diversified and considerably enhanced the power of political-educational work to favorably influence the masses, and it has developed a powerful inventive, innovative and rationalizing movement closely correlated with the needs of production.

The festival has proved to be a veritable school of comprehensive socialist education of the masses, open to practically all members of society and providing many opportunities for fulfilling and developing their personalities. As Nicolae Ceausescu says, the festival was organized as "the broadest framework for mass participation in cultural-artistic activity and in preserving and developing the creative genius of the Romanian people, the true collective creator of national culture and art."

The RCP and its secretary general feel that the workers' professional, technical and cultural improvement effectively enhances the role of the working class in all fields of material and cultural production. This view is basic to the entire effort to improve socialist democracy and the organizational structure able to provide for the people's more and more extensive participation in management and all social activities, and also to include all workers in the forms of socialist education and to further improve their political-professional training.

The consistent effort to carry out a vast and complicated program to reform the individual and his way of living, thinking and working and to keep improving his political-professional and general cultural training graphically reflects the RCP's realistic and scientific policy of building socialism and communism together with and for people. The results of the political-educational effort to form the new man with a revolutionary socialist awareness appear in the better quality of the workers' participation in social organization and management and in the extent of their purposeful and competent commitment with a high sense of responsibility to the aims of national socioeconomic development. In its turn, the people's effective participation in many ways and on the principles of workers revolutionary democracy in socioeconomic management favorably affects the improved professional, political-ideological and general-cultural training of every member of society in correlation with the evolution of the general requirements and demands of social practice.

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## CHEMICAL, PETROCHEMICAL MINISTRIES REORGANIZED

Bucharest BULETINUL OFICIAL in Romanian Part I No 36, 4 Sep 87 p 1

[Decree of the State Council on the Reorganization of the Ministry of the Chemical Industry and the Ministry of the Petrochemical Industry]

[Text] The State Council of the Socialist Republic of Romania decrees:

Article 1. For the unitary coordination and the improvement of the activity in the fields of chemistry and petrochemistry, the Ministry of the Chemical and Petrochemical Industry is founded, on the date of the present decree, through the merger of the Ministry of the Chemical Industry and the Ministry of the Petrochemical Industry, which cease their activity.

Article 2. The duties, the manner of organization, and the operation of the Ministry of the Chemical and Petrochemical Industry will be set by means of a decree of the State Council.

Nicolae Ceausescu,  
President  
of the Socialist Republic of Romania

Bucharest, 3 September 1987.  
No 215.

12105  
CSO: 2700/2

## MINING, PETROLEUM, GEOLOGY MINISTRIES REORGANIZED

Bucharest BULETINUL OFICIAL in Romanian Part I No 36, 4 Sep 87 p 2

[Decree of the State Council on the Reorganization of the Ministry of Mines, Petroleum, and Geology]

[Text] The State Council of the Socialist Republic of Romania decrees:

Article 1. With a view to perfecting the activity and improving the organization in the fields of mines, petroleum, and geology, the Ministry of Mines, the Ministry of Petroleum, and the Department-Central for Geology are founded, on the date of the present decree, through the reorganization of the Ministry of Mines, Petroleum, and Geology, which ceases its activity.

Article 2. The duties, the manner of organization, and the operation of the Ministry of Mines, the Ministry of Petroleum, and the Department-Central for Geology will be set by means of a decree of the State Council.

Article 3. State Council Decree No 220/1986 on the Founding of the Ministry of Mines, Petroleum, and Geology is repealed.

Nicolae Ceausescu,  
President  
of the Socialist Republic of Romania

Bucharest, 3 September 1987.  
No 216.

12105  
CSO: 2700/2

**NEW ORGANIZATION OF CHEMICAL, PETROCHEMICAL MINISTRY**

Bucharest BULETINUL OFICIAL in Romanian Part I No 36, 4 Sep 87 pp 2-5

[Decree of the State Council on the Organization and Operation of the Ministry of the Chemical and Petrochemical Industry]

[Text] The State Council of the Socialist Republic of Romania decrees:

**Chapter I****General Provisions**

Article 1. The Ministry of the Chemical and Petrochemical Industry carries out the party and state's policy in the fields of the chemical and petrochemical industry, nonferrous metallurgy, and pulp and paper, providing for the advanced utilization of raw materials, supplies, fuel, and energy.

The Ministry of the Chemical and Petrochemical Industry fulfills the function of coordinating central body for the activities in its field with respect to all socialist units subordinate to central or local state bodies and to cooperative and public organizations.

Article 2. The Ministry of the Chemical and Petrochemical Industry manages, guides, and oversees the activity of the industrial centrals and other units subordinate to it and is responsible, as plan titular, for fulfillment of the plan in its field of activity.

Article 3. In its activity, the Ministry of the Chemical and Petrochemical Industry secures the application of the laws, the decrees, and the decisions of the Council of Ministers.

Article 4. The Ministry of the Chemical and Petrochemical Industry collaborates with other ministries and central bodies and with local bodies to perform the duties that fall to it.

**Chapter II****Duties**

Article 5. The Ministry of the Chemical and Petrochemical Industry is responsible for fulfilling in its field of activity the duties set by means of the present decree.

Article 6. The Ministry of the Chemical and Petrochemical Industry provides and is responsible, within the framework of the sole national plan for economic and social development, for the advanced utilization of crude oil and other raw materials and the growth of the production of petroleum and petrochemical products, fertilizer, chemical threads and fibers, inorganic products, rubber and plastic, medicines, cosmetics, dyes, lacquers, detergents, nonferrous and rare metals, pulp, paper, equipment, and spare parts for its field of activity at a steady rate, to which end:

a) It prepares development studies and programs, taking into account the orientations and trends in technical progress on a world level and the prospects of developing the deliveries of products of the chemical and petrochemical industry in its line on the domestic and foreign market;

b) It prepares the draft annual and long-term plans, the programs for improving the organization and modernizing the production processes, and the special programs for products, groups of products, and activities, on the basis of its own studies and the proposals of subordinate units;

c) It provides for the diversification of production and the continual raising of the qualitative characteristics of products, with a view to meeting the needs of the national economy and increasing their competitiveness on the international market;

d) It is responsible for the preparation and application of the rates of consumption of raw materials, supplies, and fuel, takes steps to continually reduce material, energy, and manpower consumptions, and provides for the recovery and utilization of reusable material and energy resources;

e) It organizes the preparation of the works on the need for raw materials, supplies, and equipment for subordinate units; it secures the balancing of the balances for raw materials, supplies, semiproducts, and products in its jurisdiction; it prepares the material balances for products for which it is the coordinator;

f) It is responsible for attaining the planned production and for fulfilling the other indicators that devolve upon it from the sole national plan for economic and social development, the state budget, the programs for improving the organization and modernizing the production processes, and the special programs, periodically informing the Council of Ministers;

g) It approves the orders for new and modernized products and technologies in its jurisdiction, in accordance with the law;

h) It takes steps regarding the strict application of the economic and financial norms approved in accordance with the law;

i) It analyzes the periodic reports and balance sheets of the subordinate units and prepares the ones that involve the activity of the whole ministry;

j) It prepares and executes, in accordance with the law, the income and expense budget for the ministry's central administration and the subordinate budgetary units.

Article 7. In fulfilling the function of coordinating central body, the Ministry of the Chemical and Petrochemical Industry provides for:

a) The specialization, orientation, and integration of production in all units within the branch of chemistry and petrochemistry;

b) The cooperation between the units subordinate to it and those of other central and local bodies;

c) The preparation, together with the plan titulars, of the draft plan in branch form, pursuing the balanced development of it;

d) The guidance and control, over the whole branch, of: the rational utilization of the means of production, the introduction and expansion of new technology, the assimilation of new products and the improvement of existing ones, the advanced utilization of raw materials, the continual raising of product quality, the growth of labor productivity, and the reduction of costs, in conformity with the provisions of the special programs approved;

e) The coordination, guidance, and control of the rational use of equipment and all production capacities and the fulfillment of the plan for construction-assembly and capital repairs on them.

Article 8. The Ministry of the Chemical and Petrochemical Industry is responsible for developing the activity of foreign trade and international economic cooperation in its field of activity, to which end:

a) It prepares the export plan, makes proposals regarding the proportions, structure, and orientation of the trade exchanges in prospect, and is responsible for the fulfillment of the export tasks that devolve upon it and the tasks of international economic cooperation in its field of activity;

b) It organizes and coordinates the activity of economic, technical, and scientific collaboration and cooperation with other ministries and central bodies in the country and with foreign partners in its field of activity;

c) It secures and is responsible for the application of international conventions and agreements referring to the activity of the ministry; it oversees and provides for the fulfillment of the obligations that result from them.

Article 9. The Ministry of the Chemical and Petrochemical Industry is responsible for continually raising the technical and qualitative level of the products in its field of activity, in accordance with the best results obtained in the country and abroad, and for providing, on this basis, competitiveness to the products achieved, to which end:

- a) It coordinates and guides the activity of scientific research, technological engineering, and design in the subordinate units and takes steps to provide them with necessary technical-material resources;
- b) It follows the results of the scientific research and is responsible for their utilization, providing for the introduction of technical, scientific, and economic progress into the subordinate and coordinate units;
- c) It guides the activity involving inventions and innovations and concerns itself with generalizing the most important achievements;
- d) It organizes the activity of typification and standardization in its field of activity and makes proposals on the preparation of typification norms and of standards;
- e) It organizes the technical-documentation activity specific to its field of activity and provides information to the subordinate units about the trends in scientific progress on a national and international level;
- f) It coordinates and oversees the activity of metrology in subordinate units.

Article 10. The Ministry of the Chemical and Petrochemical Industry guides and coordinates the activity of organizing production and labor in the subordinate units. In addition, it organizes the activity of preparing, applying, and supervising the labor standards and norms for all categories of personnel in its field of activity; it organizes the preparation of uniform labor standards and norms in the economy for the work for which it is stipulated that it is the initiator, approves the specific norm-setting methodologies and the uniform standards and norms for the branch, subbranches, and other activities, and oversees their manner of application; it promotes the introduction of modern methods and techniques into the organization of production and the management of the economic units.

Article 11. The Ministry of the Chemical and Petrochemical Industry exercises, in accordance with law, the powers regarding prices and rates in its branch and subbranches of activity.

Article 12. The Ministry of the Chemical and Petrochemical Industry is responsible for the application of the party and state's policy on personnel and pay matters, to which end:

- a) It establishes uniform criteria for selection, training, advanced training, and promotion of the personnel in its branch and subbranches of activity and oversees their application;
- b) It determines the future need for personnel and takes steps to train them, in accordance with the law;
- c) It hires the personnel for its own apparatus; it appoints the management bodies of the centrals, comparable units, and other directly subordinate units, in accordance with the law;

d) It organizes and provides for the advanced training of management personnel, specialists, and other categories of personnel;

e) It is responsible for the tasks that devolve upon it with regard to the integration of education with production and scientific research and the coordination of the activities of the educational units with dual subordination, in the field of preparing and fulfilling the annual plans for research, design, and microproduction;

f) It participates in the preparation of the proposals regarding the improvement of the elements of the pay system, organizing the preparation of studies for this purpose;

g) It provides for the uniform application of the elements of the pay system on the basis of the principle of overall and direct piecework for the branch and the coordinate subbranches;

h) It establishes, in accordance of the law, measures regarding labor protection and provides the best working conditions for the prevention of work accidents and occupational ailments in the subordinate units;

i) It establishes general measures for continually improving the working and living conditions of the personnel.

Article 13. The Ministry of the Chemical and Petrochemical Industry is responsible for also performing other duties, set in accordance with the law.

### Chapter III

#### Organization and Operation

Article 14. The Ministry of the Chemical and Petrochemical Industry is managed by the management council, which decides on the general matters concerning the activity of the ministry; the collective leadership of the operational activity of the ministry and the providing of the implementation of the decisions of the management council are achieved by its executive bureau.

The ministry's management council and its executive bureau, bodies with a deliberative character, are organized and operate in accordance with Decree No 76/1973 on the Management of the Ministries and Other Central Bodies of the State Administration on the Basis of the Principle of Collective Leadership.

Article 15. The minister informs the management council of the ministry about the main problems solved in the period between sessions.

Article 16. The Ministry of the Chemical and Petrochemical Industry has in its management one minister and five deputy ministers.

The deputy ministers are appointed by means of a presidential decree, and their duties are set by the management council of the ministry.

Article 17. The minister represents the ministry in relations with other bodies and organizations in the country and in international relations.

Article 18. The Technical and Economic Council, a working body alongside the collective-leadership bodies of the ministry, is organized and operates, in accordance with Decree No 78/1973, within the Ministry of the Chemical and Petrochemical Industry.

Article 19. The Ministry of the Chemical and Petrochemical Industry has the following organizational structure:

- a) The Directorate for the Plan and the Supervision of Production;
- b) The Technical Directorate;
- c) The Investment and Construction Directorate;
- d) The Mechanical-Power and Automation Directorate;
- e) The Financial and Price Directorate;
- f) The Supply and Sales Directorate;
- g) The Organizational, Control, Personnel, Educational, and Legal Directorate;
- h) The Directorate for Foreign Trade and International Economic Cooperation;
- i) The Special Directorate;
- j) The Secretariat and Administrative Service.

The organizational structure according to work departments and the maximum number of personnel in the apparatus of the ministry are those given in Appendix 1\* and Appendix 2.\*

The duties and the operating standards of the departments mentioned in Paragraph 1 are set by the management council of the ministry, in accordance with the legal norms.

Article 20. The Ministry of the Chemical and Petrochemical Industry has subordinate to it industrial centrals and units comparable to them, enterprises, units for scientific research, technological engineering, and design, other units, specialized secondary schools and vocational schools for the training of specialized personnel.

Article 21. The Ministry of the Chemical and Petrochemical Industry has directly subordinate to it the units given in Appendix 3.

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\* The appendices are communicated to the institutions involved.

#### Chapter IV Final Provisions

Article 22. The Ministry of the Chemical and Petrochemical Industry is equipped with five automobiles for transportation of persons for its own common fleet and with one automobile for emergencies.

Article 23. The personnel who move to the Ministry of the Chemical and Petrochemical Industry, organized by means of the present decree, are considered transferred in the interest of service.

Article 24. The personnel transferred in the interest of service or moved in the same unit to positions with lower pay levels and the personnel becoming available as a result of the application of the provisions of the present decree have the rights provided in Article 21 of Decree No 162/1973 on the Establishment of the Uniform Structural Standards for the Economic Units.

Article 25. The provisions of State Council Decree No 367/1980 on Some Measures for the Rational Utilization of Personnel in the Socialist Units, whose applicability was extended by means of State Council Decree No 426/1986, do not apply in 1987 to the posts in the apparatus of the Ministry of the Chemical and Petrochemical Industry and to those in the units to and from which personnel are transferred as a result of the provisions of the present decree.

Article 26. The State Planning Committee and the Ministry of Finance, on the basis of the proposals of the Ministry of the Chemical and Petrochemical Industry and the other bodies involved, will submit for approval the changes that result from the application of State Council Decree No 215/1987 on the Reorganization of the Ministry of the Chemical Industry and the Ministry of the Petrochemical Industry and from the present decree in the sole national plan for economic and social development and in the volume and structure of the state budget for 1987.

Article 27. The provisions of laws, decrees, and other regulatory acts referring to the Ministry of the Chemical Industry and the Ministry of the Petrochemical Industry apply accordingly to the Ministry of the Chemical and Petrochemical Industry, organized in conformity with the present decree, in accordance with its object of activity.

Article 28. Appendices 1-3 are an integral part of the present decree.

Article 29. State Council Decree No 243/1985 on the Organization and Operation of the Ministry of the Chemical Industry and State Council Decree No 245/1985 on the Organization and Operation the Ministry of the Petrochemical Industry are repealed.

Nicolae Ceausescu,  
President  
of the Socialist Republic of Romania

Bucharest, 3 September 1987.  
No 217.

## Appendix 3

### Ministry of the Chemical and Petrochemical Industry

#### The Units

Directly Subordinate to the Ministry of the Chemical and Petrochemical Industry

#### I. The Central Institute of Chemistry--ICECHIM

#### II. Industrial Centrals

1. Brazi Industrial Central for Refineries and Petrochemistry
2. Pitesti Industrial Central for Refineries and Petrochemistry
3. Bucharest Industrial Central for Rubber Processing
4. Bucharest Industrial Central for Plastic Processing
5. Savinesti Industrial Central for Synthetic Fibers
6. Craiova Industrial Central for Chemical Fertilizer
7. Tirgu Mures Industrial Central for Chemical Fertilizer
8. Bucharest Industrial Central for Medicines and Cosmetics
9. Bucharest Industrial Central for Dyes, Lacquers, and Detergents
10. Braila Industrial Central for Artificial Fibers and Threads and for Pulp
11. Bacau Industrial Central for Pulp, Paper, Cardboard, and Containers
12. Rimnicu Vilcea Industrial Central for Inorganic Products
13. Branesti Industrial Central for Nonferrous and Rare Metals
14. Bucharest Central for Equipment and Spare Parts for the Chemical and Petrochemical Industry
15. Bucharest "PECO" Central for the Sale of Petroleum Products
16. Bucharest "Plafar" Trust

#### III. Other Units

1. Bucharest Enterprise for Supply, Sales, and Transportation for the Chemical and Petrochemical Industry
2. Constanta "CHIMPEX" Enterprise
3. Bucharest Computer Center
4. School units

12105

CSO: 2700/2

**NEW ORGANIZATION OF MINISTRY OF MINES**

Bucharest BULETINUL OFICIAL in Romanian Part I No 36, 4 Sep 87 pp 5-8

[Decree of the State Council on the Organization and Operation of the Ministry of Mines]

[Text] The State Council of the Socialist Republic of Romania decrees:

**Chapter I**  
**General Provisions**

**Article 1.** The Ministry of Mines carries out the party and state's policy in the field of the extraction and preparation of coal, ferrous and nonferrous ores, nonmetalliferous substances, and salt.

The Ministry of Mines fulfills the function of coordinating central body for the activities in its field with respect to all socialist units subordinate to central or local state bodies.

**Article 2.** The Ministry of Mines manages, guides, and oversees the activity of the industrial centrals and other units subordinate to it and is responsible, as plan titular, for fulfillment of the plan in its field of activity.

**Article 3.** In its activity, the Ministry of Mines secures the application of the laws, the decrees, and the decisions of the Council of Ministers.

**Article 4.** The Ministry of Mines collaborates with other ministries and central bodies and with local bodies to perform the duties that fall to it.

**Chapter II**  
**Duties**

**Article 5.** The Ministry of Mines has the following main duties:

**A.** It provides and is responsible, within the framework of the sole national plan for economic and social development, for developing at a steady rate and with maximum efficiency the production of coal, ores, and nonmetalliferous substances, in accordance with the provisions in the long-term programs, to which end:

- a) It prepares studies and programs concerning the proportions, levels, rates, and directions of development in prospect for its branches and subbranches, taking into account their role in the national economy as a whole and the trends and the progress achieved on a world level, and studies and programs concerning the need for mineral raw materials;
- b) It prepares the draft annual and long-term plans and the special programs for products and activities, on the basis of its own studies and the proposals of subordinate units;
- c) It is responsible for the complete fulfillment of the plan targets for coal and ore production, for the providing of an optimum level of equipment use, and for the preparation and application of the rates of consumption of raw materials, supplies, and fuel; it takes steps to continually reduce material, energy, and manpower consumptions; it provides for the recovery and utilization of reusable material and energy resources;
- d) It organizes the preparation of the works on the need for raw materials, supplies, and equipment for subordinate units; it secures the balancing of the balances for raw materials, supplies, and products in its jurisdiction; it prepares the material balances for products for which it is the coordinator;
- e) It is responsible for the execution of its own program of geologic work established in conformity with the provisions of the sole national plan for economic and social development and for the attainment of the reserves of useful mineral substances that devolve upon it from this plan;
- f) It fixes the need for and possibilities of growth in the stock of reserves of solid useful mineral substances; it seeks to maintain the reserves of useful mineral substances for ensuring a degree of normality in exploitation;
- g) It pursues the rational utilization of the consumption of coal for all sectors of the national economy;
- h) It pursues the rational exploitation of the deposits of solid mineral substances under the conditions specific to these deposits and, together with the other bodies involved, the matter of utilizing to a higher degree the mineral resources of solid substances existing in the subsoil of the country; it takes steps regarding and is responsible for the application of the technologies for extraction and preparation of useful mineral substances under conditions of high productivity and the modernization of the production processes;
- i) It provides for the continual raising of the qualitative characteristics of the products and work, with a view to raising their economic efficiency and meeting the needs of the national economy;
- j) It is responsible for the securing of the rational use of installations and equipment under conditions of safety and the respecting of the technical standards regarding maintenance and repairs on them;
- k) It determines, in accordance with the legal norms, the need for circulating funds for the centrals and other subordinate units;

l) It is responsible for fulfilling the indicators that devolve upon it from the sole national plan for economic and social development and periodically informs the Council of Ministers;

m) It analyzes the periodic reports and balance sheets of the subordinate units and prepares the ones that involve the activity of the whole ministry;

n) It prepares and executes the income and expense budget for the ministry's central administration and the subordinate budgetary units.

B. It organizes and coordinates the activity of economic, technical, and scientific collaboration and cooperation with other ministries and central bodies in the country and with foreign partners in actions for which it is responsible; it secures and is responsible for the application of international conventions and agreements referring to its field of activity and oversees the fulfillment of the obligations that result from them; it pursues the prospecting and the studying of the needs of the foreign market referring to actions of cooperation and for products of the units that it coordinates.

C. It prepares the export plan and makes proposals regarding the proportions, structure, and orientation of the trade exchanges in prospect; it pursues the fulfillment of the export tasks on the whole.

D. It coordinates and guides the research and design activity in the subordinate units and takes steps to provide them with necessary technical-material resources; it follows the results of the scientific research and their utilization; it concerns itself with the introduction of technical, scientific, and economic progress into the subordinate units.

E. It guides the activity involving inventions and innovations and concerns itself with generalizing the most important achievements; it makes proposals on the matters of typification and standardization in its field of activity; it coordinates and oversees the activity of metrology in subordinate units.

F. It establishes the construction characteristics of the mine-opening work and approves estimated standards with a national character for this work.

G. It organizes the technical-documentation activity and provides information to the subordinate units about the trends in scientific and technical progress on a national and world level; it brings out publications and works referring to the matters of science, technology, and production specific to the activities that it manages.

H. It approves, within the limit of its jurisdiction, the technical and economic documentation for investment work; it organizes, guides, and oversees the activity of planning, design, and execution of investments and takes steps regarding compliance with the dates for putting them into operation.

I. It guides and coordinates the activity of organizing production and labor in the subordinate units; it organizes the activity of preparing, applying, and supervising the labor standards and norms for all categories of personnel

in its branches and subbranches; it organizes the preparation of uniform labor standards and norms in the economy for the work for which it is stipulated that it is the initiator; it approves the specific norm-setting methodologies and the uniform standards and norms for the branch and subbranches in its field of activity and oversees their manner of application; it promotes the introduction of modern methods and techniques into the organization of production and the management of the economic units.

J. It exercises, in accordance with law, the powers that devolve upon it regarding prices and rates in its field of activity.

K. It is responsible for the application of the party and state's policy in personnel and pay activity, to which end:

a) It establishes uniform criteria for selection, training, advanced training, and promotion of the personnel in its branch and subbranches and oversees the application of these criteria;

b) It determines the future need for personnel and takes steps to organize the training and advanced training of them, in accordance with the law;

c) It hires the personnel for its own apparatus and appoints the management bodies of the centrals, combines with the status of a central, and other units subordinate to it;

d) It provides the material base and the equipment for the specialized secondary schools and the vocational schools subordinate to it and the specialized teaching personnel required;

e) It is responsible for the tasks that devolve upon it with regard to the integration of education with production and scientific research and the coordination of the activity of the educational units with dual subordination, in the field of preparing and fulfilling the annual plans for research, design, and microproduction;

f) It provides for the uniform application of the standards for pay in overall piecework and direct piecework in its field of activity.

L. It establishes, in accordance of the law, measures regarding labor protection, with a view to providing the best working conditions and preventing work accidents and occupational ailments, and for continually improving the living conditions.

M. It performs any other duties provided by law.

### Chapter III

#### Organization and Operation

Article 7. The Ministry of Mines is managed by the management council, which decides on the general matters concerning the activity of the ministry. The collective leadership of the operational activity of the ministry and the

providing of the implementation of the decisions of the management council are achieved by its executive bureau.

The ministry's management council and its executive bureau, bodies with a deliberative character, are organized and operate in accordance with Decree No 76/1973 on the Management of the Ministries and Other Central Bodies of the State Administration on the Basis of the Principle of Collective Leadership.

Article 8. The minister informs the management council of the ministry about the main problems solved in the period between sessions.

Article 9. The Ministry of Mines has in its management one minister and three deputy ministers.

The deputy ministers are appointed by means of a presidential decree, and their duties are set by the management council of the ministry.

Article 10. The minister represents the ministry in relations with other bodies and organizations in the country and in international relations.

Article 11. The Technical and Economic Council is organized and operates as a working body alongside the collective-leadership bodies of the Ministry of Mines, in accordance with Decree No 78/1973.

Article 12. The Ministry of Mines has the following organizational structure:

- a) The Directorate for the Plan and the Supervision of Production;
- b) The Directorate for Technical Matters and International Economic Cooperation;
- c) The Mechanical-Power Directorate;
- d) The Investment and Construction Directorate;
- e) The Financial and Price Directorate;
- f) The Supply, Sales, and Transportation Directorate;
- g) The Organizational, Control, Personnel, Educational, and Legal Directorate;
- h) The Secretariat and Administrative Service.

The organizational structure according to work departments and the maximum number of personnel in the apparatus of the ministry are those given in Appendices 1\* and 2.\*

Article 13. The duties and operating standards of the departments in the structure of the Ministry of Mines are set, in accordance with the law, by

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\* The appendices are communicated to the institutions involved.

means of the organizational and operating regulations, which are approved by the management council of the ministry.

Article 14. The Ministry of Mines has subordinate to it industrial centrals, combines, enterprises, units for research, technological engineering, and design, other economic units, budgetary units, specialized secondary schools, and vocational schools.

Article 15. The Ministry of Mines has directly subordinate to it the units given in Appendix 3.

#### Chapter IV Final Provisions

Article 16. The worker personnel who move to the Ministry of Mines and those transferred to other units as a result of the reorganization of the Ministry of Mines, Petroleum, and Geology are considered transferred in the interest of service.

Article 17. The personnel transferred in the interest of service or moved in the same unit to positions with lower pay levels and the personnel becoming available as a result of the application of the provisions of the present decree have the rights provided in Article 21 of Decree No 162/1973 on the Establishment of the Uniform Structural Standards for the Economic Units.

Article 18. The Ministry of Mines is equipped with three automobiles for transportation of persons for its own apparatus.

Article 19. The provisions of State Council Decree No 367/1980 on Some Measures for the Rational Utilization of Personnel in the Socialist Units, whose applicability was extended by means of State Council Decree No 426/1986, do not apply in 1987 to the posts in the apparatus of the Ministry of Mines and to those in the units to and from which personnel are transferred as a result of the provisions of the present decree.

Article 20. The State Planning Committee and the Ministry of Finance, on the basis of the proposals of the Ministry of Mines and the other central bodies involved, will submit for approval the changes that result from the application of State Council Decree No 216/1987 on the Reorganization of the Ministry of Mines, Petroleum, and Geology and the present decree in the sole national plans for economic and social development for 1987 and for the 1986-1990 period and in the state budget.

Article 21. The provisions of laws, decrees, and other regulatory acts referring to the Ministry of Mines, Petroleum, and Geology apply accordingly to the Ministry of Mines, organized in conformity with the present decree, in accordance with its object of activity.

Article 22. Appendices 1-3 are an integral part of the present decree.

Article 23. State Council Decree No 227/1986 on the Organization and Operation of the Ministry of Mines, Petroleum, and Geology is repealed.

Nicolae Ceausescu,  
President  
of the Socialist Republic of Romania

Bucharest, 3 September 1987.  
No 218.

### Appendix 3

### Ministry of Mines

#### The Units Directly Subordinate to the Ministry of Mines

#### I. Industrial Centrals and Units Comparable to Them

1. Baia Mare Ore Central
2. Deva Ore Central
3. Bucharest Salt and Nonmetalliferous Central
4. Gura Humorului Mining Combine
5. Valea Jiului Mining Combine
6. Banat Mining Combine
7. Motru Mining Combine
8. Rovinari Mining Combine
9. Ploiesti Mining Combine

#### II. Other Units

1. Horezu Mining Enterprise
2. Mehedinti Mining Enterprise
3. Tirgu Jiu Mining Equipment Repair Enterprise
4. Bucharest General Contractor-Trust for Mining Construction and Assembly
5. Craiova Institute for Research, Technological Engineering, and Mining Designs for Lignite--ICITPML
6. Petrosani Center for Research, Technological Engineering, and Designs for Mine Safety--CCITPSM
7. Office of Documentary Information for the Mining Industry
8. Computer and Organizational Center
9. School Units

Note: The industrial centrals and the units comparable to them given in point I have subordinate to them the units established up to the date of the present decree.

12105  
CSO: 2700/2

## NEW ORGANIZATION OF MINISTRY OF PETROLEUM

Bucharest BULETINUL OFICIAL in Romanian Part I No 36, 4 Sep 87 pp 8-11

[Decree of the State Council on the Organization and Operation of the Ministry of Petroleum]

[Text] The State Council of the Socialist Republic of Romania decrees:

Chapter I  
General Provisions

Article 1. The Ministry of Petroleum carries out the party and state's policy in the fields of the extraction and transportation of crude oil and the extraction, transportation, and distribution of natural gas.

Article 2. The Ministry of Petroleum manages, guides, and oversees the activity of the industrial centrals, trusts, and other units subordinate to it and is responsible, as plan titular, for fulfillment of the plan in its field of activity.

Article 3. In its activity, the Ministry of Petroleum secures the application of the laws, the decrees, and the decisions of the Council of Ministers.

Article 4. The Ministry of Petroleum collaborates with other ministries and central bodies and with local bodies to perform the duties that fall to it.

Chapter II  
Duties

Article 5. The Ministry of Petroleum has the following main duties:

A. It provides and is responsible, within the framework of the sole national plan for economic and social development, for developing at a steady rate and with maximum efficiency the production of crude oil and natural gas in accordance with the provisions in the long-term programs, to which end:

a) It prepares studies and programs concerning the proportions, levels, rates, and directions of development in prospect for its branches and subbranches, taking into account their role in the national economy as a whole and the trends and the progress achieved on a world level;

b) It prepares the draft annual and long-term plans and the special programs for products and activities, on the basis of its own studies and the proposals of subordinate units;

c) It is responsible for the immediate working of the new deposits discovered, the complete utilization of the whole stock of wells in production, the attainment of the drilling targets and the exploitation of very deep wells and of sea wells, the application and expansion of the procedures for raising the factor for recovery of crude oil from deposits, and the utilization of the installations and equipment on hand with maximum efficiency;

d) It fixes the need for and possibilities of growth in the stock of reserves of liquid and gaseous hydrocarbons;

e) It oversees and takes steps regarding the rational utilization of the consumption of natural gas in all sectors of the national economy;

f) It provides for the continual raising of the quality of the products and work, with a view to increasing their economic efficiency;

g) It is responsible for the execution of its own program of geologic work and for the attainment of the targets for petroleum and gas reserves, set in conformity with the provisions of the sole national plan for economic and social development;

h) It provides for the application of the measures for the prevention of blow-outs and damage to wells in drilling and in production of crude oil and gas;

i) It gives advice, in accordance with the legal provisions, on the geologic studies and proposals for detailed exploratory boring, the proposals for exploitation and injection, regardless of depth, and the putting of hydrocarbon deposits into exploitation;

j) It takes steps regarding and is responsible for the rational exploitation of deposits of crude oil and gas and the adaptation of the production activity according to the new deposit conditions;

k) It is responsible for the preparation and application of the rates of consumption of raw materials, supplies, and fuel; it takes steps to continually reduce material, energy, and manpower consumptions; it provides for the recovery and utilization of reusable material and energy resources;

l) It is responsible for the securing of the rational use of installations and equipment under conditions of safety and for the respecting of the technical standards regarding maintenance and repairs on them;

m) It determines, in accordance with the legal norms, the need for circulating funds for the centrals and other subordinate units;

n) It pursues and is responsible for fulfilling the indicators that devolve upon it from the sole national plan for economic and social development and periodically informs the Council of Ministers;

o) It analyzes the periodic reports and balance sheets of the subordinate units and prepares the ones that involve the activity of the whole ministry;

p) It prepares and executes, in accordance with the law, the income and expense budget for the ministry's central administration and the subordinate budgetary units.

B. It organizes and coordinates the activity of economic, technical, and scientific collaboration and cooperation with other ministries and central bodies in the country and with foreign partners in actions for which it is responsible; it secures the application of international conventions and agreements referring to its field of activity and oversees the fulfillment of the tasks that result from them; it pursues the prospecting and the studying of the needs of the foreign market referring to actions of cooperation and for the products of the units that it coordinates.

C. It prepares the export plan and makes proposals regarding the proportions, structure, and orientation of the trade exchanges in prospect; it pursues the fulfillment of the export tasks on the whole.

D. It coordinates and guides the research and design activity in the subordinate units and takes steps to provide them with necessary technical-material resources; it follows the results of the scientific research and their utilization; it concerns itself with the introduction of technical, scientific, and economic progress into the subordinate units.

E. It guides the activity involving inventions and innovations and concerns itself with generalizing the most important achievements; it makes proposals on the matters of typification and standardization; it coordinates and oversees the activity of metrology in subordinate units.

F. It approves the technical and economic studies for the assimilation of new products of great importance.

G. It approves estimate norms with a national character for drilling work.

H. It approves, within the limit of its jurisdiction, the technical and economic documentation for investment work; it organizes, guides, and oversees the activity of planning, design, and execution of investments and takes steps regarding compliance with the dates for putting them into operation.

I. It organizes the technical-documentation activity and provides information to the subordinate units about the trends in scientific and technical progress on a national and world level; it brings out publications and works referring to the matters of science, technology, and production specific to the activities that it manages.

J. It guides and coordinates the activity of organizing production and labor in the subordinate units; it organizes the activity of preparing, applying, and supervising the labor standards and norms for all categories of personnel in its branches and subbranches; it organizes the preparation of uniform labor

standards and norms in the economy for the work for which it is stipulated that it is the initiator; it approves the specific norm-setting methodologies and the uniform standards and norms for the branch and subbranches in its field of activity and oversees their manner of application.

K. It organizes the preparation of the works on the need for raw materials, supplies, and equipment whose balance is approved by the Council of Ministers, by ministries, or by other central bodies; it is responsible for the preparation of the material balances by subordinate units and collaborates with the other central bodies to balance them, in accordance with the tasks in the sole national plan for economic and social development and the needs and possibilities of the national economy; it provides the supply of materials and the equipment for which it is the coordinator.

L. It exercises the powers that devolve upon it, in accordance with law, regarding prices and rates in its field of activity.

M. It secures the application of the party and state's policy on personnel matters, to which end:

a) It establishes uniform criteria for selection, training, advanced training, and promotion of the personnel in its branches and subbranches and oversees the application of these criteria;

b) It determines the future need for personnel and takes steps to organize the training and advanced training of them, in accordance with the law;

c) It is responsible for the tasks that devolve upon it with regard to the integration of education with production and scientific research and the coordination of the activity of the educational units with dual subordination, in the field of preparing and fulfilling the annual plans for research, design, and microproduction;

d) It hires the personnel for its own apparatus and appoints the management bodies of the centrals, trusts, and other units subordinate to it;

e) It provides the material base and the equipment for the specialized secondary schools and the vocational schools subordinate to it and the specialized teaching personnel required;

f) It provides for the uniform application of the standards for pay in over-all piecework and direct piecework in its field of activity.

N. It establishes, in accordance of the law, measures regarding labor protection, with a view to providing the [best] working conditions and preventing work accidents and occupational ailments; it takes steps to continually improve the living conditions.

O. It performs any other duties provided by law.

### Chapter III Organization and Operation

Article 6. The Ministry of Petroleum is managed by the management council, which decides on the general matters concerning the activity of the ministry; the collective leadership of the operational activity of the ministry and the providing of the implementation of the decisions of the management council are achieved by its executive bureau.

The ministry's management council and its executive bureau, bodies with a deliberative character, are organized and operate in accordance with Decree No 76/1973 on the Management of the Ministries and Other Central Bodies of the State Administration on the Basis of the Principle of Collective Leadership.

Article 7. The minister informs the management council of the ministry about the main problems solved in the period between sessions.

Article 8. The Ministry of Petroleum has in its management one minister and two deputy ministers.

The deputy ministers are appointed by means of a presidential decree, and their duties are set by the management council of the ministry.

Article 9. The minister represents the ministry in relation with other bodies and organizations in the country and in international relations.

Article 10. The Technical and Economic Council operates as a working body alongside the collective-leadership bodies of the Ministry of Petroleum, in accordance with Decree No 78/1973.

Article 12. The Ministry of Petroleum has the following organizational structure:

- a) The Directorate for Coordination and Supervision of Crude-Oil and Gas Production;
- b) The Directorate for Drilling and Geology;
- c) The Technical and Investment Directorate;
- d) The Mechanical-Power Directorate;
- e) The Plan and Financial Directorate;
- f) The Directorate for Supply and Cooperation;
- g) The Organizational, Control, Personnel, Educational, Legal, and Secretariat-Administrative Directorate.

The organizational structure according to work departments and the maximum number of personnel in the apparatus of the ministry are those given in Appendices 1\* and 2.\*

Article 12. The duties and operating standards of the departments in the structure of the Ministry of Petroleum are set by the management council of the ministry, in accordance with the legal norms.

Article 13. The Ministry of Petroleum has subordinate to it industrial centrals, trusts, enterprises, units for scientific research, technological engineering, and design, other economic units, budgetary units, specialized secondary schools, and vocational schools.

Article 14. The Ministry of Petroleum has directly subordinate to it the units given in Appendix 3.

#### Chapter IV Final Provisions

Article 15. The worker personnel who move to the Ministry of Petroleum and those transferred to other units as a result of the reorganization of the Ministry of Mines, Petroleum, and Geology are considered transferred in the interest of service.

Article 16. The personnel transferred in the interest of service or moved in the same unit to positions with lower pay levels and the personnel becoming available as a result of the application of the provisions of the present decree have the rights provided in Article 21 of Decree No 162/1973 on the Establishment of the Uniform Structural Standards for the Economic Units.

Article 17. The Ministry of Petroleum is equipped with three automobiles for transportation of persons for its own apparatus.

Article 18. The provisions of State Council Decree No 367/1980 on Some Measures for the Rational Utilization of Personnel in the Socialist Units, whose applicability was extended by means of State Council Decree No 426/1986, do not apply in 1987 to the posts in the apparatus of the Ministry of Petroleum and to those in the units to and from which personnel are transferred as a result of the provisions of the present decree.

Article 19. The State Planning Committee and the Ministry of Finance, on the basis of the proposals of the Ministry of Petroleum and the other central bodies involved, will submit for approval the changes that result from the application of State Council Decree No 216/1987 on the Reorganization of the Ministry of Mines, Petroleum, and Geology and the present decree in the sole national plans for economic and social development for 1987 and for the 1986-1990 period and in the state budget.

Article 20. The provisions of laws, decrees, and other regulatory acts referring to the Ministry of Mines, Petroleum, and Geology apply accordingly to the

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\* The appendices are communicated to the institutions involved.

Ministry of Petroleum, organized in conformity with the present decree, in accordance with its object of activity.

Article 21. Appendices 1-3 are an integral part of the present decree.

Nicolae Ceausescu,  
President  
of the Socialist Republic of Romania

Bucharest, 3 September 1987.  
No 219.

### Appendix 3

#### Ministry of Petroleum

##### The Units Directly Subordinate to the Ministry of Petroleum

##### I. Industrial Centrals and Units Comparable to Them

###### 1. Medias Methane Gas Central

##### II. Other Units

1. Bolintin Drilling and Extraction Trust
2. Tirgu Jiu Drilling and Extraction Trust
3. Arad Drilling and Extraction Trust
4. Pitesti Drilling and Extraction Trust
5. Boldesti Drilling and Extraction Trust
6. Moinești Drilling and Extraction Trust
7. Constanta "Petromar" Enterprise for Drilling and Exploitation of Sea Wells
8. Teleajen Enterprise for Petroleum Equipment and Repairs
9. Gaesti Machine Enterprise for Petroleum
10. Poiana Enterprise for Repairs on Heavy Motors and Petroleum Installations
11. Cimpina Enterprise for Repairs on Electrical Equipment, Automation, and Radio Communications
12. Ploiesti General Contractor-Trust for Special Petroleum Construction
13. Ploiesti Enterprise for Sampling and Boring
14. Ploiesti Enterprise for Drilling Fluids and Special Petroleum Operations
15. Ploiesti Enterprise for Carrying Crude Oil Through Pipelines
16. Cimpina Supply Base for Spare Parts
17. Floresti Supply Base for Petroleum and Material Recovery
18. "ROMPETROL-GEOMIN" Enterprise for Economic Cooperation With Foreign Countries
19. Cimpina Research and Design Institute for Petroleum and Gas
20. Bucharest Computer and Auxiliary Work Center
21. National Petroleum Museum
22. Documentary Information Office
23. School Units

**ORGANIZATION OF DEPARTMENT-CENTRAL FOR GEOLOGY**

Bucharest BULETINUL OFICIAL in Romanian Part I No 36, 4 Sep 87 pp 11-15

[Decree of the State Council on the Organization and Operation of the Department-Central for Geology]

[Text] The State Council of the Socialist Republic of Romania decrees:

**Chapter I****General Provisions**

Article 1. The Department-Central for Geology operates under the subordination of the Council of Ministers, carries out the party and state's policy in the field of geology, and organizes and is responsible for the geologic activity throughout the Socialist Republic of Romania, with a view to the discovery and utilization of all mineral riches of the soil and subsoil.

Article 2. The Department-Central for Geology manages, guides, and oversees the activity of the units subordinate to it and is responsible, as plan titular, for fulfillment of the plan for its entire activity.

Article 3. The Department-Central for Geology fulfills the function of coordinating central body for the activities in its field with respect to all socialist units subordinate to central or local state bodies.

Article 4. In its activity, the Department-Central for Geology secures the application of the laws, the decrees, and the decisions of the Council of Ministers.

Article 5. The Department-Central for Geology collaborates with ministries and other central bodies and with local bodies to perform the duties that fall to it.

**Chapter II****Duties**

Article 6. The Department-Central for Geology has the following main duties:

A. With regard to the execution of the work of geologic research, prospecting, and exploration:

a) It is responsible for the geologic analysis of the soil and subsoil, throughout the country, for detecting all useful mineral substances--fluid and solid--through geologic, geophysical, geochemical, and other methods, the determination of the reserves of useful mineral substances, and the establishment of the conditions for exploitation;

b) It is responsible for the execution of the program of work of geologic analysis, prospecting, and exploration, established in conformity with the provisions of the sole national plan for economic and social development;

c) It is responsible, together with the Ministry of Petroleum, for the fulfillment of the targets for growth in petroleum and gas reserves and, together with the Ministry of Mines, of those for growth in the reserves of solid mineral substances, in conformity with the annual and long-term plans;

d) It takes steps regarding the complex evaluation of the geologic formations studied, with a view to the identification of all the useful mineral substances contained in these formations;

e) It takes steps regarding the application of new methods and techniques of geologic research and of utilization that would permit the more rapid detection of all useful mineral substances contained in deposits, including those with a low content;

f) It is responsible for and takes steps regarding the analysis of all deposits of useful mineral substances, with a view to the complex and complete utilization of them;

g) It prepares studies and programs concerning the proportions, levels, rates, and directions of development in prospect for its branches and studies and programs concerning the need for mineral raw materials;

h) It prepares the draft annual and long-term plans and the special programs for activities, on the basis of its own studies and the proposals of subordinate units;

i) It establishes, in accordance with the sole national plan for economic and social development, the economic and financial plan indicators for subordinate units; it pursues and is responsible for fulfilling the indicators that devolve upon it from the sole national plan for economic and social development and periodically informs the Council of Ministers;

j) It is responsible for the preparation and application of the rates of consumption of raw materials, supplies, and fuel; it takes steps to continually reduce material, energy, and manpower consumptions; it provides for the recovery and utilization of reusable material and energy resources;

k) It fixes the need for and possibilities of growth in the stock of reserves of useful mineral substances;

l) It determines, in accordance with the legal norms, the need for circulating funds for the centrals and other subordinate units;

m) It analyzes the periodic reports and balance sheets of the subordinate units and prepares the ones that involve the activity of the central-department; it prepares and executes the income and expense budget for the central-department's apparatus and the subordinate budgetary units;

n) It exercises the powers that devolve upon it, in accordance with law, regarding prices and rates in its field of activity.

o) It coordinates and guides the research and design activity in the subordinate units and takes steps to provide them with necessary technical-material resources; it follows the results of the scientific research and their utilization; it concerns itself with the introduction of technical, scientific, and economic progress into the subordinate units; it organizes the activity of documentary information and provides information to the subordinate units about the trends in scientific and technical progress on a national and world level; it brings out publications and works referring to the matters of science, technology, and production specific to the activities that it manages;

p) It approves, within the limit of its jurisdiction, the technical and economic documentation for investment work; it organizes, guides, and oversees the activity of planning, design, and execution of investments and takes steps regarding compliance with the dates for putting them into operation; it approves the estimated standards and unit prices for geologic and drilling work;

q) It takes steps regarding efficient use of the existing equipment and production capacities and regarding good maintenance and repairs on them, securing, during the repairs, the modernization of the equipment and installations at least to the level of the typified ones; it is responsible for the securing of the rational use of the installations and equipment under conditions of safety and the respecting of the technical standards regarding maintenance and repairs on them;

r) It guides and coordinates the activity of organizing production and labor in the subordinate units; it organizes the activity of preparing, applying, and supervising the labor standards and norms for all categories of personnel in its branches and subbranches; it organizes the preparation of uniform labor standards and norms in the economy for the work for which it is the coordinator; it approves the specific norm-setting methodologies and the uniform standards and norms for branches and subbranches in its field of activity and oversees their manner of application; it promotes the introduction of modern methods and techniques into the organization of production and the management of the economic units;

s) It guides the activity involving inventions and innovations and concerns itself with generalizing the most important achievements; it makes proposals

on the matters of typification and standardization; it coordinates and oversees the activity of metrology in subordinate units;

g) It organizes the preparation of the works on the need for raw materials, supplies, and equipment for subordinate units; it secures the balancing of the balances for raw materials, supplies, and products in its jurisdiction; it prepares the material balances for products for which it is the coordinator; it provides the supply of materials and the equipment necessary for geologic activity for its subordinate units;

t) It organizes and coordinates the activity of economic, technical, and scientific collaboration and cooperation with other ministries and central bodies in the country and with foreign partners in actions for which it is responsible; it secures the application of international conventions and agreements referring to its field of activity and oversees the fulfillment of the tasks that result from them; it pursues the prospecting and the studying of the needs of the foreign market referring to actions of cooperation and for products of the units that it coordinates;

ť) It prepares the export plan and makes proposals regarding the proportions, structure, and orientation for the geologic work that is performed through international economic cooperation; it pursues the fulfillment of the export tasks on the whole;

u) It exercises the powers that devolve upon it, in accordance with law, regarding prices and rates in its field of activity;

v) It is responsible for the application of the party and state's policy in personnel and pay activity, to which end:

It establishes uniform criteria for selection, training, advanced training, and promotion of personnel and the future need for personnel and takes steps to organize the training and advanced training of them, in accordance with the law; it hires the personnel for its own apparatus and appoints the management bodies of the units subordinate to it;

It is responsible for the tasks that devolve upon it with regard to the integration of education with production and scientific research and the coordination of the activity of the educational units with dual subordination, in the field of preparing and fulfilling the annual plans for research, design, and microproduction;

It provides for the uniform application of the standards for pay in overall piecework and direct piecework in its fields of activity;

x) It establishes, in accordance of the law, measures regarding labor protection, with a view to providing the best working conditions and preventing work accidents and occupational ailments, and for continually improving the living conditions;

z) It performs any other duties provided by law.

**B. With regard to the orientation and coordination of geologic activity:**

a) It coordinates and guides the geologic activity throughout the country, with a view to the detection and growth of the reserves of useful mineral substances and the utilization of all mineral riches of the soil and subsoil, so as to maintain and raise the degree of providing reserves for extraction;

b) It prepares geologic economic studies and syntheses regarding the results of the geologic work and the growth of the reserves of useful mineral substances in prospect; it periodically updates the estimated reserves; on the basis of these studies and the proposals of the ministries and the executive committees of the county people's councils, it prepares programs and estimates for periods longer than 10 years and draft 5-year plans for the development of geologic activity;

c) It establishes mining perimeters and hydrogeologic-protection perimeters for deposits of mineral water, therapeutic lakes, and accumulations of therapeutic mud;

d) It analyzes and gives advice on the plan proposals for geologic work of the ministries, other central bodies of the state administration, or the executive committees of the county people's councils and of that of the municipality of Bucharest and the exploitation programs for deposits of solid useful mineral substances;

e) It gives advice on the geologic, technical, and economic documentation concerning the orientation, advisability, and execution of geologic work, the technical and economic documentation concerning the opening or development of exploitation of deposits of solid useful mineral substances and the putting of deposits of fluid useful mineral substances, including ground water, into exploitation, and the documentation concerning the abandoning of reference wells and prospecting and exploration for fluid useful mineral substances, the removal of reserves of useful mineral substances from the list, the partial or total closing of mines and quarries, and the establishment of the working perimeters and the pillars for long-term protection;

f) It oversees the way in which there are fulfilled the provisions in the advice given for the geologic work that is performed by the units under the guidance and control of the ministries, other central bodies of the state administration, or the executive committees of the county people's councils and that of the municipality of Bucharest and the results obtained;

g) It analyzes the results of the geologic work and proposes measures for improving the activity in this field;

h) It provides scientific and specialized assistance to the units that perform geologic work;

i) It organizes the geologic resources of the Socialist Republic of Romania and keeps records of the results of the geologic work;

j) It prepares and publishes official maps of all types specific to geologic activity;

k) It organizes and coordinates the activity of scientific collaboration with foreign countries in the field of geology;

l) It organizes and oversees the training of the geologic technicians needed for all geologic activity; it collaborates with the Ministry of Education and Instruction in the preparation of the plan and analytic programs in the field of the geologic sciences.

C. With regard to approval of the reserves:

a) It confirms, together with the State Planning Committee and the Ministry of Technical-Material Supply and Control of the Management of Fixed Assets, the reserves of useful mineral substances, classified in accordance with the degree of geologic knowledge and the possibilities of utilization, and follows the evolution of the national stock of reserves of useful mineral substances;

b) Through the approving document, it establishes measures and recommendations with a view to providing a suitable degree of knowledge of the geologic reserves and their content of useful mineral substances and creating the conditions for complex utilization of them.

The document for approving the reserves of useful mineral substances constitutes the document on the basis of which the documentation for approving the investments is substantiated, from the viewpoint of geologic potential, and the deposits are exploited and developed, under the conditions of the law;

c) It analyzes the documentation for evaluating the reserves and other documentation sent by ministries, the other central bodies of the state administration, and the executive committees of the county people's councils and that of the municipality of Bucharest, with a view to approving the reserves;

d) It organizes the central and territorial record of the reserves of useful mineral substances, which it sends to the State Planning Committee, the Ministry of Technical-Material Supply and Control of the Management of Fixed Assets, and the executive committees of the county people's councils and that of the municipality of Bucharest;

e) Together with the ministries, the other central bodies of the state administration, and the executive committees of the county people's councils and that of the municipality of Bucharest involved, it establishes annual programs containing the deposits for which documentation for evaluating the reserves will be prepared, with a view to the approval of them and the utilization of reserves of useful mineral substances;

f) With the consultation of the ministries and the other central bodies of the state administration involved, it issues mandatory norms regarding the determination, classification, evaluation, and records of the reserves of useful mineral substances and regarding the content of the documentation on reserves;

g) It organizes and performs periodically, through confirmation, the updating of the reserves for each useful mineral substance, on the basis of the documentation for evaluating the reserves.

D. With regard to geologic-mining oversight of the deposits of useful mineral substances and the rational exploitation of them:

a) It oversees the way in which the protection and rational exploitation of deposits of useful mineral substances are done, both on the surface and underground;

b) It gives advice on the annual programs for exploitation of solid mineral substances and the documentation concerning the establishment of the pillars for long-term protection and checks on the manner of application of the provisions in the advice;

c) It oversees the execution of the geologic and operational work in conformity with the technical and economic documentation approved and with the annual proposals for exploitation;

d) It pursues the reduction of dilution and losses in operation and the recording of them;

e) It acts regarding the reduction of losses in the technological process of preparation, with a view to the maximum recovery of useful mineral substances;

f) It pursues the providing of an optimum ratio between the volume of reserves opened and of those prepared for exploitation;

g) It pursues the fulfillment of the measures for raising the recovery factor in hydrocarbon deposits, in conformity with the provisions in the operational plans;

h) It pursues the establishment of optimum flows in methane gas wells;

i) It pursues the rational exploitation of mineral water deposits, therapeutic lakes, accumulations of therapeutic mud, and mofettes, in accordance with the law;

j) It oversees the manner of performance of the hydrogeologic work of drainage of water-bearing formations in deposits of solid useful mineral substances and of the hydrogeologic drilling for deep water-bearing strata of potable, mineral, and industrial water;

k) It oversees the way in which the measures and recommendations in the documents for approving the reserves are applied.

E. With regard to oversight of the execution of geologic work:

a) It oversees the way in which the provisions of the advice given for the execution of geologic work are fulfilled;

b) It oversees the way in which the geologic research methodology provided in the drafts approved for attaining the objectives pursued is applied;

c) It oversees the manner of collection, processing, and conservation of geologic samples;

d) It oversees the application of the measures concerning blowout prevention;

e) It sees that, during the production tests on wells for geologic analysis for hydrocarbons, the inventorying of the collecting formations is done by taking into consideration all the geologic information obtained through the drilling done and the data and results obtained through the production tests on other wells in the structure, so that valid data on the content of the strata are provided.

F. Other duties connected with oversight of the rational exploitation of deposits of useful mineral substances:

a) It prepares the draft norms regarding geologic activity and for protection of deposits of useful mineral substances;

b) It gives advice on the documentation concerning the opening of mines and quarries with a temporary character, the documentation concerning the partial or total closing of mines and quarries, and the documentation concerning the cancellation of mining work from a viewpoint of the situation of the reserves of related solid useful mineral substances.

Article 7. The Department-Central for Geology can request from the ministries, other central bodies of the state administration, and the executive committees of the county people's councils and that of the municipality of Bucharest, and from the units subordinate to them documentation, data, and information needed for performing its duties.

### Chapter III

#### Organization and Operation

Article 8. The Department-Central for Geology is managed by the management council, which decides on the general matters of the activity of the department-central. The collective leadership of the operational activity of the department-central and the providing of the implementation of the decisions of the management council are achieved by its executive bureau.

The department-central's management council and its executive bureau, bodies with a deliberative character, are organized and operate in accordance with State Council Decree No 76/1973 on the Management of the Ministries and Other Central Bodies of the State Administration on the Basis of the Principle of Collective Leadership.

The head of the department-central informs the management council of the department-central about the main problems solved in the period between sessions.

Article 9. The Department-Central for Geology has in its management one head of the department-central with the rank of minister state secretary and one deputy head of the department-central with the rank of deputy minister, who are appointed by means of a presidential decree.

Article 10. The head of the department-central represents the Department-Central for Geology in relations with other bodies and organizations in the country and in international relations.

Article 11. The Department-Central for Geology has the following organizational structure:

- a) The Directorate for Geologic Work for Solid Mineral Substances;
- b) The Directorate for Geologic Work for Fluid Mineral Substances;
- c) The Directorate for Advice and Approval of Geologic Reserves;
- d) The Service for the Plan and Finances;
- e) The Service for Organization and Control;
- f) The State Mining Geologic Inspectorate.

The organizational structure according to work departments and the maximum number of personnel are those given in Appendices 1\* and 2.\*

Article 12. The duties of all the sections in the apparatus of the department-central are set, in accordance with the law, by means of the organizational and operating regulations approved by the management council of the department-central.

The organizational and operating regulations of the State Mining Geologic Inspectorate are approved by means of a decision of the Council of Ministers.

Article 13. The Department-Central for Geology has directly subordinate to it the units given in Appendix 3.

#### Chapter IV Transitional and Final Provisions

Article 14. The worker personnel who move to the Department-Central for Geology and those transferred to other units as a result of the reorganization of the Ministry of Mines, Petroleum, and Geology are considered transferred in the interest of service.

Article 15. The personnel transferred in the interest of service or moved in the same unit to positions with lower pay levels and the personnel becoming available as a result of the application of the provisions of the present

\* The appendices are communicated to the institutions involved.

decree have the rights provided in Article 21 of Decree No 162/1973 on the Establishment of the Uniform Structural Standards for the Economic Units.

Article 16. The State Planning Committee and the Ministry of Finance, on the basis of the proposals of the Department-Central for Geology and the other central bodies involved, will submit for approval the changes that result from the application of State Council Decree No 216/1987 on the Reorganization of the Ministry of Mines, Petroleum, and Geology and the present decree in the sole national plans for economic and social development for 1987 and for the 1986-1990 period and in the state budget.

Article 17. The maximum number of automobiles in the common fleet for transportation of persons in the own apparatus of the Department-Central for Geology is three.

Article 18. The provisions of State Council Decree No 367/1980 on Some Measures for the Rational Utilization of the Personnel in the Socialist Units, whose applicability was extended by means of State Council Decree No 426/1986, do not apply in 1987 to the posts in the apparatus of the Department-Central for Geology and to those in the units to and from which personnel are transferred as a result of the provisions of the present decree.

Article 19. The provisions of laws, decrees, and other regulatory acts referring to the Ministry of Mines, Petroleum, and Geology also apply accordingly to the Department-Central for Geology, organized in conformity with the present decree, in accordance with its object of activity.

Article 20. Appendices 1-3 are an integral part of the present decree.

Nicolae Ceausescu,  
President  
of the Socialist Republic of Romania

Bucharest, 3 September 1987.  
No 220.

#### Appendix 3

#### Department-Central for Geology

#### The Units Directly Subordinate to the Department-Central for Geology

##### 1. Enterprises and Other Units

1. Arges Enterprise for Geologic Prospecting and Exploration
2. Baratul Enterprise for Geologic Prospecting and Exploration
3. Cluj Enterprise for Geologic Prospecting and Exploration
4. Harghita Enterprise for Geologic Prospecting and Exploration
5. Hunedoara Enterprise for Geologic Prospecting and Exploration
6. Maramures Enterprise for Geologic Prospecting and Exploration

7. Oltenia Enterprise for Geologic Prospecting and Exploration
8. Suceava Enterprise for Geologic Prospecting and Exploration
9. Bucharest Enterprise for Geologic and Geophysical Prospecting
10. Bucharest Enterprise for Special Drilling and Geologic Work
11. Ploiesti Supply Base
12. Office of Documentary Information for Geology
13. Territorial Geologic Mining Inspectorates

## II. Units for Scientific Research, Technological Engineering, and Design

1. Institute of Geology and Geophysics

12105

CSO: 2700/2

## JAPANESE INTEREST IN YUGOSLAV SUPERCONDUCTIVITY RESEARCH

28000003 Zagreb VJESNIK in Serbo-Croatian 19 Sep 87 p 5

[Article by M. Toth: "The Japanese Are Interested in 'Our' Superconductivity --Time To Export Knowledge"]

[Text] Japanese businessmen have shown interest in the research being done in Zagreb in superconductivity, and they have already begun definite contacts that could be useful to both sides, we learned for VJESNIK in the republic Committee for Science, Technology, and Computer Science, following the announcement that the Japanese Government is getting a project under way that will allocate several billion yen for research and development in the area of superconductivity.

According to TANJUG, the Japanese Ministry of International Trade and Development even in earlier times pointed out areas in which it was worthwhile to invest. At one time it was the automotive industry, and later electronics. Now it is scientific research into superconductivity, which, it is thought in the Japanese ministry, can be applied in many branches of industry and in medicine. The study group which worked on the ministry report suggests that the project be led by public research institutes and universities and that some of its goals be the explanation of the structure of a superconductor, the development of high-temperature superconducting materials, searching for the technologies for producing these materials, and investigating their possible uses. Japanese specialists have also proclaimed the need for "competition and cooperation" with parallel projects in Europe and China, as well as in the United States, where, this year alone, 60 million dollars have been designated for this purpose in the federal budget.

According to what we have been able to learn, Dr Daniel Djurek, who, with others, is intensively involved in the study of superconductivity at the Zagreb Institute of Physics, visited Japan in August to attend a conference on superconductivity in which the world's leading specialists on the subject participated. From other sources we have found out that Japanese businessmen want to cooperate not only with the Institute of Physics, but with other divisions of Zagreb University.

Even though it is impossible to discover much more at the moment--the Japanese side, we are cautioned, demands discretion, which is understandable and customary in such circumstances--even though it is impossible to foresee the results of exploratory contacts, it is possible to ask: Has the time for us to sell our "intelligence" finally arrived?

/06662

## MINISTER PRESENTS HIGHER EDUCATION POLICY

23000002 East Berlin DAS HOCHSCHULWESEN in German No 9, 1987 (signed to press 15 July 1987) pp 227-246

[Text of speech by Prof Hans-Joachim Boehme, Minister for University & Technical School Affairs, held at the rectors conference in Zittau late in June:  
"University and College Tasks for the 1987/88 School Year]

[Text] In this speech of mine I shall explain our position on essentials, explicate our main tasks, and stimulate a discussion on best solutions. This shall be preceded once again by reviewing the results of the school year just ending. Briefly summarized, they mainly come down to the following:

1. On the Results of the Work in the 1986/87 School Year

As in GDR society at large so also in the universities and colleges efforts were marked by that the implementation of the 11th party congress resolutions was addressed rapidly and without delay. That has been and is connected with a most intensive process of grasping the theoretical and political content of those resolutions by the associates and students at our highest educational institutions. The party line on shaping our society down to the end of the century, its policy for the good of the people and the safeguarding of peace, is being understood and taken up and more and more brought to realization through action. That science and education are granted a central place in our economic and social strategy, stimulates of course in a special way and emphatically evokes responsibility and, above all, dedication. Seeking leads in education and understanding and closer links of science and education with production determines the efforts of the teachers and students, workers and employees at our highest educational institutions. That is understood as the decisive contribution by university affairs to the performance improvements of our economy and the perfecting of all social domains.

The last school year amply showed that those who are associated with the universities and colleges with rich initiatives face the increasing dynamics of the tasks, critically evaluate what has been achieved, creatively and constructively approach the problems, and put into shape what is not yet in shape. All that marks today the political-ideological situation at our universities and colleges and is an indispensable prerequisite for our being able to take further steps ahead.

In the year since the 11th party congress there has been, we can report, a fairly good performance development in all the main areas of our work.

We made headway in raising the level of training in all disciplines and in focusing studies on newly ripened social requirements.

The reorganization of the training and advanced training of engineers, economists, and technicians was carried further, the scheduled conversions of disciplines were made, and important data were gathered on developing basic research and its ties with specialized training. In a few weeks the first graduates from testing institutions will start their work in the practical field. Based on the 8 April 1986 Politburo resolution, preparations are under way for reorganizing the training and advanced training for agrarian engineers and agrarian economists.

At the teachers training universities and colleges substantive and didactic inferences were drawn from the SED's school policy conference in Erfurt. The first students are completing these days the newly structured graduate teachers studies.

Art colleges have started raising education and training to the level sought by the 21 January 1987 SED Central Committee secretariat resolution.

Data technology training made gratifying headway. For instance, all engineers and economists and most of the natural scientists graduating this year have basic knowledge of and skills in dealing with computers.

Through the second scientific methods conference on basic Marxist-Leninist studies the requisite inferences were drawn for the substantive and methodological structuring of this field of study following the 11th party congress which, in matters of principle, are of value not only up to 1990.

The imminent anniversary performance exhibition of students and young scientists in November in Leipzig will systematically document the results and experiences in the students' independent scientific work and in effectively structuring a modern style for academic instruction and study.

In this summary we must not forget that the continuing education achievements continue to be most ample in our universities and colleges and are increasingly concentrated on the key issues in our scientific-technical and overall social development. More than 70,000 people working took part in the various continuing education opportunities offered through our setup in 1986.

The scientific capacity of the universities and colleges is also seen by their contribution to research and science development in our country. A main line has been and is the close link between science and production. Here we rapidly reached the requisite range we sought. Today there are 176 coordination contracts signed with 130 industrial and construction combines, supplemented by circa 1,750 performance contracts. Another 29 coordination and circa 200 performance contracts were concluded with agricultural enterprises and other facilities. Remarkable results were accounted for in 1986 in technical natural science research. Patent registrations and licenses rose in number. The social

research plans were met. So were those in medicine, where we have a large increase of investments in the potential and a remarkable proportion of final performance ahead of schedule to show for. Another clear qualitative and quantitative performance development is shown in specialized and highly specialized medical care for the population, where all tasks were met and, in some sectors, notably surpassed.

Important steps were taken during the last school year in streamlining our science and training potential. By setting up two technical universities we responded to the development of the level and structure of these universities, enriched the university network, and set progressive, ambitious standards. The development and extension of a data center in Dresden and other CAD/CAM centers and founding a bio-technical center in Halle also indicate the development of this potential. It also explains where we have set priorities for the perfecting and modernization of the material-technical training and research base. There has been a gratifying efficiency in providing our academic institutions with computer technology.

Finally, in reviewing the 1986/87 school year, we must not fail to offer words of appreciation for the achievements and extraordinary efforts of thousands of associates of academic institutions in coping with the extremely harsh winter and maintaining teaching, research, and service activities without any large interruptions.

This then are briefly some results of the last school year. The list is not complete and is not meant to hide the fact that a considerable number of good results still do face a lot of unresolved problems and that in some fields the rate of development produced does not satisfy us. My subsequent remarks will make that clear.

Altogether, we may look with recognition at what has been achieved and we may, primarily, assume the certitude that the work has paid off, that our objectives are realistic and our concepts plausible. They are coming to prevail more and more broadly, and they are being picked up by more and more academic personnel and brought to realization with dedication and foresight. What will make a difference in the future also, that means performance and performance again. It means primarily: ensuring a high scientific level in instruction and research.

## 2. Research and Educational Leads--the Crucial Criterion for Our Efforts in Universities and Colleges

### 2.1 The Main Trends in Our Work of Ensuring Educational Leads

"The priority concern of the universities, colleges, and technical schools must be," the 11th SED Congress asserted, "to create the necessary educational lead for the continued shaping of the developed socialist society." That is correctly seen as the core of further perfecting our training conception while we assume that from it derives the research mission to create knowledge leads making possible instruction, study, and continuing education on the highest level. Looked at it like that too, research increasingly becomes the vital thrust at our universities and colleges.

There is nothing new, of course, in calling for educational leads. We can rely on a steady development of academic education and proceed from the valuable results and experiences attained through the implementation of the 18 March 1980 Politburo resolution and of the Fifth University Conference. Moreover: the demand for educational leads is something that, actually, each educational institution has to pose for itself time and again if it wants to live up to its social role.

But note how acute that issue has become today. Creating educational leads for the continued shaping of the developed socialist society means taking account of pervasive changes in all social domains and preparing for actively coping with them. It mainly means directing the young people at the extraordinary dynamics of the scientific-technical revolution and enabling them not only to keep in step here, but to be the ones that would push and speed up this development themselves. Our universities and colleges have the task to train highly skilled personnel in such a way that they can stand up to the further increasing and presumably changing occupational requirements in the next 3 to 4 decades.

Creating educational leads starts first with determining, through prognostication, the fields of activities and activity criteria for future graduates, from which one can then draw inferences for how the studies should be structured. That is extremely intricate work, our experiences tell us. It is made hard objectively by the great number of factors that have to be taken into account and by all the imponderables due to the expanded dimension of time; and then there is the holding on to the habitual, the comfortable ways, today still correct, but tomorrow already obsolete.

Our experiences, however, also indicate that we must do this absolutely and as best we can, scientists and the men of practice together, lest we place our training conception in a vacuum. There is no other rational way. And if we now reorganize our training in the technical, economic, and agrarian sciences and create the lead for changes in other training institutions after 1990, the first question must pertain to the requirements to be made on future academic personnel as they are to be expected around and after the turn of the century.

In view of the social, scientific, and technical dynamics, then also the flexibility and the readiness and capability for life-long continuing education become the decisive general targets for academic education. That also is part of the educational lead, much more so, in fact, than ever before. Thus, the emphatic orientation to educational leads has far-reaching consequences for the content of studies and their methodical-organizational structure. All these matters are known to have kept us busy for some years already, so that now we are in the midst of a process of pervasive changes in academic and technical school education.

Pursuant to the 11th party congress orientation, there are mainly three interconnected trends through which we intend to seek the demanded educational lead:

1. One essential trend we find in a target-directed and efficacious enforcing of a newly to be developed basic training and its organic connection with

scientific method and specialized training. The purpose is providing comprehensive, solid, and applicable basic knowledge and fundamental skills. They are to be the basis for spotting and understanding new developments in one's own field of specialization and, if need be, working oneself into new specialized fields and new trends of work relatively rapidly. They are to ensure the necessary occupational flexibility and continued education capability and help shape a broad social and technical horizon.

Basic training will play a greater role in the future than it has done. It is being streamlined all throughout all studies. Models have been prepared for it for the engineers and economists already; they have to be further refined now and applied gradually.

Furthermore it is being taken for granted that training in information technology at a certain level becomes an indispensable component of basic training in all disciplines. The school year directive therefore orients to steps meant to bring more students in the social sciences, medicine, and of course the agrarian sciences closer to the level attained by the engineers, economists, and natural scientists.

2. By broadly promoting the students' independent scientific work as a buttress of our training conception, we are looking at another trend. In putting it into effect more broadly, the main point is that each student will structure his studies under his own responsibility, in line with his abilities, and involve himself with his work in scientific affairs or in the practical field even while he is still studying.

That addresses a broad field of a methodological and organizational structuring of training, the shaping of new ways and means of study and instruction, opening for the student, with his greater independence and personal responsibility, more options for differentiation and individualization in his studies as well.

I think this aspect of our training conception is most decisive. The implementation of it, unfortunately, is all too slow. Looked at from the outside and in terms of figures, there is a notable development to be sure in some matters, such as involving the students in research, in the work with individual study schedules and in offering and assuming partial studies domestically (circa 1,000) or abroad (nearly 500). Most of the individual study plans known thus far, however, are only some more or less cautious modifications of the general study plans. I would like to mention explicitly in this connection the positive effects of the scientific students conferences which, not last on account of central announcements, have gained in structure and variety. Such central conferences as those on the development and application of microelectronics, on the development and application of the key technologies in agriculture, on the identity between socialism and peace, those among the medical students and the education students and others command a broad base in the sections and colleges and on the whole promote independence, dedication, and the ability for collective scientific work and for debate. We shall through close cooperation with the youth association continue this course and along the main trends of the key technologies conduct conferences that will greatly affect the political and intellectual life. For the 1987/88 school year, 23 central students conferences are scheduled. Not being able to substitute for vibrant intellectuality in the universities and colleges, though, they can only stimulate it and build on it.

If it is a matter of new ways and means of studying, we are on the whole well advised carefully to look at the quality and effect of the various measures and ask what has meanwhile become the standard in ordinary studies in independent scientific work and individual tutoring. Here we find some college teachers to be reluctant in granting students independence and responsibility, and some students seem to back them up in it. We also are still seeking other beneficial methodological and organizational solutions for such a style of instruction and study. We must make absolutely sure that there is enough elbow room for independent work and individual tutoring for the students and college instructors and that more of it is provided.

3. We regard as a decisive trend providing all students with stable ideological, political, and moral premises making a secure class-bound orientation and a firm position possible for them today and tomorrow and motivating them politically so that dedication becomes the crucial measure of their conduct.

Conversations with students indicate we must not ease our efforts at illuminating the connection between the peace and disarmament struggle and the strengthening of socialism, the creating of a coalition of reason, and the topical issues of the class struggle under the new conditions. We have to bring out more persuasively the interaction between each individual student's personal contribution and the fulfillment of the social tasks of the 11th party congress. That implies establishing the present and future demands by the students for a permanently high defense readiness and capability. For that we need a purposefully conducted and substantively effective defense education effort in terms of the new directive of 1 March 1987.

New insights for a future-oriented education are to be derived from the continued implementation of the economic strategy, and particularly from the development of the productive forces. With regard to the fields of activities of the engineers and economists, but also of the physicians and natural and social scientists, e.g., demands are placed on convictions and attitudes. One can see already that the students' working with computers sets new criteria for personal responsibility and self-reliance and often increases study motivation.

Educational work must more closely be tied to the acceleration of the scientific-technical progress, with the emphasis to be placed on massively turning students into fighters for scientific-technical progress. Graduates must be able to spot and solve new problems, dedicate themselves expertly and out of their own initiative to innovations, and flexibly react to changing conditions.

That is why the educational and training concept is found in a stable, political and moral foundation, solid and sound basic training, a high self-reliance and scientific capability on the part of the students, and a style of instruction and study leaving room for a discriminating and flexible response to new developments and the students' individual strengths and interests, which all has to be far-sightedly and substantively further developed and to be resolutely brought to realization.

That is the trend pursued by the streamlining of Marxist-Leninist basic study. Efforts since the second scientific methods conference have led to first results

which we are appreciating highly, precisely because of the fact that this involves a more long-range and penetrating developmental process of Marxist-Leninist basic study, not to be checked off merely as a campaign. In a relatively brief time span instruction conceptions were worked out that conform to the new requirements. And this was found: the most extensive advances were made wherever Marxist-Leninist sections and institutes had instructors capable of conceptional theoretical thinking and where one concentrated on a penetrating scientific exploitation of the doctrinal guidelines.

Many lectures and some of the seminars greatly satisfied the demand the study program makes on combining theory with practice. Yet an insufficient theoretical mastery over the new questions and their being inadequately translated into teaching methods, an outdated desire teachers have for the completeness principle and conducting seminars in terms of the question and answer procedure, all this also brought it about—as we had to convince ourselves during inspections at universities—that half or even two-thirds of the seminars visited did not achieve or achieved only in part the educational objective, clearly did not ask enough of the students, and missed what was decisive—enabling and motivating the students for an independent analysis of the burning issues of our time in Marxist-Leninist terms.

Any other discipline, however, deliberately has to contribute to that as well by its specific possibilities and its entire perimeter of productive working relations between instructors and students. Also the diverse practical political experiences the students gather in their scientific work and in public life, notably in the FDJ, form an important basis for fashioning a world-outlook and reinforcing the class standpoint and for high dedication.

Crucial is how one can still better succeed in bringing into effect all factors of socialist personality development as a whole.

In talking about educational leads, we must simultaneously mention, along with more expert training, the specific responsibility the universities and colleges have for the continuing education of academic and technical school graduates who are working in the practical field.

Through future-oriented training we create essential premises for educational leads in the practical field. Such premises provide long-term capabilities only, however, if they are constantly reproduced and supplemented by new developments. So we firmly integrated continuing education in the new educational concept for engineers and economists. The point is to achieve long-term effects through a broad basic training. We shall, on a priority basis, supplement and upgrade rapidly developing specialized knowledge through continuing education to the extent that it is necessary for graduates in the course of their working life.

In advocating this kind of educational concept, we also assumed the obligation to regard these two sides as essential components of our educational responsibility in the management process. That also was the starting point for working out the long-term continuing education conception. It contains the most essential key points for the substantive, organizational, and managerial development of continuing education achievements for the cadre in the working field.

What does all this mainly come down to?

Universities and colleges have to offer to the practical field more such continuing education measures conveying research results aimed at spotting and preparing new technical-technological but also economic, social and cultural solutions feasible in practice. That refers primarily to the demands in the fields of the key technologies.

Creating educational leads through continuing education connects to a special degree with research. In this sense it is a challenge to all academic instructors working in research. In the academic institutions a climate must be generated in which the achievements of the instructors also are gaged against how well they manage to convert the insights they have gained on continuing education through their research into a practically effective educational lead.

Achieving educational leads through continuing education demands a further deepening of the cooperation between the academic and the practical fields. Here again research is the decisive point of contact. It is not enough to come up with offers on continuing education, they often also have to be fought for. Then the practical importance of continuing education opportunities aimed, precisely, on long-term leads or scientific insights must be made intelligible to those in the practical fields so as to induce interest. Applying new data, one must brook no delay. Educational leads are known to be created only as long as the education keeps ahead of practical everyday tasks. Especially for the development and application of the key technologies, the time horizon in continuing education cannot be raised high enough. Yet there is still another side to long-term effective continuing education. It is necessary to aim educational policy efforts at having the practical field deal more yet with training its cadre as an element of preparing them to assume new work assignments, prerequisite to the systematic operational placement of investments, the development and introduction of new technologies, and the reassignment of functions. That is an essential factor providing greater effectiveness of the continuing education performance.

The far-reaching requirement for advanced education is increasingly being recognized by the academic institutions and the responsible managers in the combines and facilities of the economy; and the practical field is making increasing demands on continuing education. That is all for the good and should also crystallize more clearly in the coordination contracts. Continuing education, mainly the qualitative development of this sort of performance, has to be carried on resolutely in all academic institutions.

## 2.2 Demands Made on Research in the Universities and Colleges from the Vantage Point of Lead Research and the Requirements for Science Cooperation

Research management and planning were determined in previous school years by the purposeful implementation of the party and government resolutions on developing research cooperation between universities and combines and the development of their economic relations. In less than 2 years the research in the natural, technical, and economic sciences was focused more on the production requirements, on a more rapid development and comprehensive application

of the key technologies and high-tech, and the university and college research potentials were concentrated on it. Such a positive development was possible because intensive work was done at all academic institutions into which many scientists had been drawn. All those involved deserve thanks and appreciation.

The Council of Ministers received a report from the minister for university and technical school affairs and the president of the Academy of Sciences on developing research cooperation with industry, acknowledged the great efforts toward closer ties between science and production, and issued further measures aimed at a perceptible increase of the level and economic efficacy of research.

On occasion an uneasiness is expressed that through turning university research more toward product, procedural, and technology development basic research could be inadmissibly curtailed. I cannot subscribe to such opinions because the 11th party congress and many party executive decisions have set down, with unmistakable and great determination, two strategic targets for the research of university affairs and of the Academy of Sciences: On the one hand, to produce through strong explorative basic research new data that would guarantee long-term science leads and, on the other hand, to put out more results that can be utilized with high economic benefit.

Concentrating on the elaborating, deliberating, and signing of the many coordination and performance contracts has, to be sure, somewhat diminished the intensity in dealing with the goals and tasks of explorative basic research in the last 2 years. That is why this rectors conference should pay special attention to this issue, so it will be granted the place it deserves in the universities in the coming school year.

First I like to comment on the specific responsibility of the scientists at the universities and colleges and at the science institutions in our country for explorative basic research.

Undoubtedly, natural science and technical basic research gets decisive impulses from practical economic activities. This all the more, the more resolutely top products are sought in the combines, plans are based on a high degree of product upgrading, and key technologies and high-tech increasingly determine development and production. For research resulting from these practical requirements, these expectations industry has of science, universities derive two fundamental tasks from it:

First, for the product, procedural, and technology development, basic research data already available must be tapped rapidly. It amounts to a speedy transfer of scientific university research data into industrial operations. That also includes university help and support for engaging in requisite applied research in the combines and their research centers.

Second, from topical industrial, construction and other tasks one must derive the targets for qualitatively new basic research. As a rule that involves, in principle, new developmental research and production phases normally identified as succeeding product generations or new technological basic solutions.

This trend in scientific-technical development is unmistakable particularly for key technologies and high-tech and the product developments based on them. One may think here, e.g., of the basic technologies in microelectronics or the developmental phases in condenser relay transmission. But also equipment, machine, and installation development shows such typical phenomena of "new generations," for instance in the development of electronic computer techniques from the first computer generation based on electron tubes down to the most modern computers with the most highly integrated circuits, the development of a fifth generation of which being pushed intensively in progressive industrial countries.

It is our scientists' special responsibility to recognize these new technical and technological developments in good time, assess their likely importance for production and consumption, and emphatically urge engaging in appropriate basic research explorative in character along the auspicious directions of development. That also includes persuading the industrial partner that the approach is sound. And that leads to another problem in fashioning explorative basic research and in the scientist's responsibility: the systematic tapping of those progress-promoting potentials inherent in science development that concern the further expansion of science theory and most likely open up qualitatively new developmental technical and technological trends.

Today, when the development of social production is increasingly determined by the development and productive utilization of key technologies and high-tech, we find impressively confirmed the realization by Karl Marx that modern technology mainly is applied natural science. That is being corroborated by the developments in microelectronics, optoelectronics, biotechnology, gene-technology, and many other fields.

Under these aspects then, we must continue to work intensively in the next school year in fashioning the central mathematics, natural sciences and technical basic research plan. Through its strategic goals and long-term requirements it must more consistently still aim university scientific work at explorative basic research. That also means eliminating tasks from this plan that do not measure up to that demand.

With the tasks for explorative basic research we also must prepare the future themes in the science and technology state plan. Yet not until the basic research data with the needed certainty suggest new technical or technological solutions can they be admitted to the science and technology state plan. Thus the specific social function of both research plans, the basic research plan of the ministry for university and technical school affairs and the Academy of Sciences and the science and technology state plan, are further developed while the importance and authority of the basic research plan are heightened.

That also calls for more active efforts by the university science councils and their faculties; more scientific studies and expert opinions about the projected development of science, techniques, and technology have to be worked out according to plan.

The social sciences too more and more productively are facing the demand for leads in knowledge and contribute to science cooperation by their specific possibilities.

The central social sciences research plan demands "analyzing more profoundly, comprehensively and historically concretely the experiences, advances, and developmental problems of socialism and the new contents and forms of the international class conflict while working out more advanced theoretical insights for coping with the tasks that are ripening and have to be resolved by 1990 till 2000."

Initial results on a high theoretical level and with a high practical efficacy are at hand. Exemplary above all are projects serving the direct implementation of the economic strategy such as computer-aided models for complex production, sales, and material planning, a new complex method for production plan or production transport optimization, the many social science contributions to developing computer-based jobs and CAD/CAM terminals. All these results come together with developing user-friendly software.

Important results, however, were also achieved in the theoretically oriented disciplines like historiography, the political economy, and the Marxist-Leninist peace research.

Social science research results contribute more to gaining science leads and are also marked by a higher practical effectiveness, brought about more and more also in the social sciences through performance contracts and other deals. All in all, the high performance status already achieved in social science research was maintained and in significant positions, in line with higher requirements, improved. The number of scientific top achievements is too small, though. We cannot be satisfied with the rate and quality of research in some social science research institutions. That pertains, e.g., to the scientific exploration of cultural mass processes, the importance of which for the socialist lifestyle and consciousness formation, above all of the young generation, is growing fast. The field of Marxist-Leninist philosophy is uneven in status. While there are, gaged against international standards, noteworthy achievements in ethics, in the philosophical problems of the natural and technical sciences, in some periods of the history of philosophy, an in Marxist-Leninist epistemology, research has been lagging behind requirements on the theoretical principles of Marxist-Leninist philosophy, on dialectical materialism, and on the further development of dialectical and historical materialism in its unity.

A coordinated extension of Marxist-Leninist peace research deserves special attention. The quantity, quality, and efficacy of its results must be ensured through the coordination of all concerned university potentials and better coordination.

There hardly is any other complex of themes where the alignment among the social, natural, technical, and medical sciences is more urgent. A scientific clarification of the vital and survival problems of mankind becomes the field in which the interdisciplinary efforts of all science areas must, as it were, be turned into a prototype model. That way alone it will be possible--apart from dealing with the peace problem in all the various individual disciplines--to organize through university affairs those potentials which, jointly and through a division of labor with other science institutions, engage in scientific work on the overlapping problems of the peace struggle.

Those questions are becoming more urgent here that can only be clarified through the concerted efforts of the social, natural, and technical sciences, such as the productive forces development in the scientific-technical revolution and realistic disarmament chances including their scientific-technical aspects, the portrayal of scientific-technical progress as a driving force for maintaining peace rather than merely a warning against the destructive abuse of science and technology, the scientific formulation of alternatives to the deterrence concept, securing peace in and development of the underdeveloped regions and so forth.

It is easy to see that the necessary step above and beyond all the good already done through peace research at the universities and colleges can be taken only if, instead of stopping after having brought together contributions to the whole from the various disciplines, we have practical programs and the tasks for the disciplines that are clearly and unequivocally reflected in the research plans of the science branches.

The example of peace research illuminates a basic problem of our research planning and management that we must keep sight of when we approach in the new school year the conceptual preparation for a research lead in the 1990's. The universities and colleges are asked to support the scientific advisory councils in their coping with their tasks and work out overlapping leads for the research offers in the social science sections in the 1991/95 plan. The future plan, though, will not come about by adding up the proposals from the sections, it will have to be constructed in accordance with the advisory councils' program proposals. And first of all one has to make sure that an adequate potential is formed and made available for the work on complex themes in need of interdisciplinary research. That holds true especially for tasks in which representatives of the social sciences have to cooperate with those of the natural and technical sciences, medicine, and the agrarian sciences. The number of such cooperative projects has risen in recent years; results make more of a difference there. And still it is necessary to prepare further main trends for long-term interdisciplinary programs or to improve the ones already in existence.

The ministry has submitted such proposals for research trends, which will now have to be examined for their feasibility, timeliness, and potential bases, so that late in fall 1988 a coordinated lead for the real research planning can be presented.

## 2.3 Instruction and Research Status and Tasks in Selected Science Fields

### 2.3.1 The Contribution from the Academic Field to Developing the Key Technologies

A hastened development and broad application of key technologies and high-tech demands of universities and colleges to concentrate their capacities on three fundamental tasks:

First, to make important contributions to scientific-technical progress and to economic growth through intensive basic research in high-tech and key technologies and concomitant economic data; second, to bring up a new generation able

to transfer these technologies rapidly and in the appropriate range to industrial practice and creatively take part in their further development; and third, help considerably accelerate the introduction of such technologies in industry, construction, and agriculture through intensive advanced training forms for natural scientists, engineers, and economists.

In this sequence I now intend some comments on the tasks ahead.

To underscore the significance of the teaching and research tasks in the key technologies and in high-tech, let us first refer to some selected international results and developmental trends:

--According to international statistics on patents, between 1980 and 1982 alone, the same number of invention applications was submitted for the application of laser techniques in material processing as in the previous 5 years. In 1986, CO<sub>2</sub> lasers increased by 37 percent over the year 1985.

--Biochemists of Miami University made synthetic proteins from amino acids showing an electronic behavior like semi-conductors. These proteins are said to be suitable for constructing solar cells and biosensors.

--Tokyo University is reporting a development of some ceramics which at 37 degrees on the Kelvin scale (minus 236 degrees Celsius) is supra-conductible.

--According to a press report from the FRG Ministry for Research & Technology, dated 17 March 1987, the Siemens Corporation in Regensburg intends to go into mass production of the 1-megabit storage chip still in 1987.

--Experts estimate an annual 40 percent growth of light wave conductors on the non-socialist market. By substituting glass fiber cable for copper cable in the long-distance network, 30 to 50 percent of the costs are already being saved.

These few examples from international technical journals in recent months may suffice to show in which areas revolutionary changes in science, technology and production are taking place or coming. They are to direct your attention at these key and high technologies, suggest intensive scrutiny of the developments taking place on the international scale, and encourage the further concentration in this direction of our ways and means in basic research at the universities and colleges.

Remarkable advances have been made in recent years in key and high technology research. That is true of explorative basic research as of applied R&D. The social scientists also, mainly the economists, but also the philosophers, psychologists, pedagogues, and others are to be included in this evaluation. Some results were achieved through cooperative efforts with technical and natural scientists. The situation is highly uneven, however, both as to the work in the different fields and the research concentration in the various universities.

First it is gratifying to state that at many universities and colleges key technology centers have already been set up or are about to be, as in the field of microelectronics and optoelectronics, especially on materials research and sensor principles at Berlin's Humboldt University, at Jena University, on the

development of the theoretical laser principles, on laser technique and its application, or at Dresden University, on infrared sensors and cryo-techniques. Such centers also are evolving at the Wilhelm Pieck University, on 3-D graphics, at the Freiberg Mining Academy, on functional and construction ceramics, and at the Ilmenau Technical University, on pickup and interference-optical sensor systems and their application. Certain trends also have evolved in the social sciences. The technical universities of Dresden and Karl-Marx-Stadt, e.g., are busy on the efficiency methods for rating CAD/CAM solutions and economic problems in flexible automation. The Economics University is exploring the economic components in the use of industrial robots.

Economic data management has turned into a research priority. Karl Marx University and Martin Luther University, e.g., are working on the possibilities and limits of using PC techniques in management data systems, and social scientists in Humboldt University are probing into the social conditions for the use of modern data and communications technologies.

It also is worth noting that for the various key technologies many universities are at a relatively broad range drawn into research in terms of a division of labor, as for the development and application of new ceramics materials, the Freiberg Mining Academy, the universities of Jena and Halle, the technical colleges of Ilmenau and Weimar, and the engineering colleges of Mittweida and Zwickau. In the design and development of new base technologies for highly and most highly integrated circuits, notable research potentials have been built up, among others, in the universities of Berlin, Dresden, Karl-Marx-Stadt and Halle and at the Ilmenau technical college.

Under the 1987 plan, within the scope of research cooperation with the combines, circa 4,000 VbE's [full employment units] are used in the colleges' research potential, 2,550 VbE's of which for research on the key technologies and their application; that amounts to some 64 percent of that potential.

A relatively strong concentration of forces has already been reached in micro-electronics, computer techniques, data processing and communications technology, and the development of new working materials. Greater efforts for further expanding the potentials now must be undertaken, among other things, in laser techniques, new processing technologies, and the creating of new closed circuit technologies.

The great disparities at the various colleges must also be given more intensive thought; further changes have to be introduced there by means of the 1988 plan. For instance, at Dresden's Technical University, 230 VbE's are assigned to basic research and the applied research contractually agreed on with the combines under the main trend of "accelerated development and application of microelectronics and the pervasive rationalization of the economy." Berlin's Humboldt University assigned 220 VbE's, Friedrich Schiller University, 110 VbE's, but the universities of Rostock, Halle, and Magdeburg, only between 19 and 35 VbE's. For the main trend called "development and application of biotechnology" there is a respectable potential concentration between 60 and 180 VbE's at the universities of Berlin, Halle, and Rostock, but Leipzig's Karl Marx University invested in this field thus far only 30 VbE's.

Social science research on biotechnology also has been held back. That cannot all be left to the Koethen engineering college. The Martin Luther University primarily has to take note of that.

Hence we have every good reason--while we certainly judge the stage of development achieved most positively--intensively to strive for further enhancing and concentrating the potentials on the research and application of the key and high technologies. To that we are committed also by the Council of Ministers resolution taken in connection with the report on the research cooperation between the colleges and combines and providing for the checking into the performance targets, potentials and schedules in the coordination and performance contracts. Expanding the potentials toward such crucial areas with the proviso that the total science potential in academic affairs grows but slightly also means reducing or stopping research projects of minor importance.

The Karl-Marx-Stadt Technical University in this manner managed to create at short shrift an efficient research potential in coating carbon fibre to develop new compact material. In only a bit more than a year research results were presented that help determine international standards. This is the way one must mainly proceed to produce further potentials for a forceful development of the key and high technologies. It calls for intensive political-ideological work in the research collectives as for resolutely confronting the practical partners to stop or reduce research on less significant or propitious projects. The responsibility of the leading scholars in the academic field and at the Academy of Sciences for developing the research potentials for these progressive, innovation-determining technologies also includes spotting new trends and tendencies of the development in good time and making the party and government leadership aware of them in the appropriate manner.

The further work on the 1988 plan, the performance supplied by the academic institutions--mainly in explorative basic research--must from today's vantage point absolutely take into account micromechanics, biosensorics, ultra-high vacuum physics and technology, ultra-precision working and artificial intelligence. More analytic and prognostic work is needed--to suggest some examples of the working trends--on molecular beam epitaxy, on ultra analytics, BICMOS technology, 3-D electronics, and bio-electronics to assess their effects and likely influence on future technological advances and start research at the appropriate scope in good time.

As to the training of natural scientists, engineers, agrarian engineers, and economists in the key and high technologies, the necessary subject matters and methodological aspects those technologies ask for must be included in the training, by the institutions and the teachers under their own responsibility, in line with the study schedules in effect in basic and specialized studies; when study documents have to be revised or made more precise, the science advisory councils properly have to take account of it. Normally that is the way it is done, too. It is markedly confirmed by integrating data technology in the training process, for instance. One must not lose too many words about it but must act.

Yet it might be appropriate to mention some particulars in teaching and studying the key technologies that have a specific impact on academic teaching and that we should keep in mind.

The level of technological progress and the key and high technologies that are fostering that progress especially today, it turns out, primarily depend on the advances in the modern natural sciences and their being taught accordingly in the colleges. Practically that means shaping, accentuating, and exploring in depth particularly those areas, disciplines, and developmental trends of the natural sciences, through instruction and study, that in the present and future form the scientific foundation for those innovative technologies which control their development now and in the future in the first place. Only if we approach the changes in mathematics and natural sciences training with that in mind, shall we be able to develop properly the content and method of these study components with their so enormously increasing significance. General class discussions and disputes on "chapter headings" do us no good.

Right now a most intensive discussion is going on about the change in mathematics and natural science training in connection with the training reorganization for engineers and agrarian engineers. The mathematics and natural sciences science advisory councils are playing a constructive role in it.

That raises the question which changes we ourselves have to adapt to in training mathematicians and natural scientists. If it is correct that the modern key and high technologies find their scientific bases and their starting point in new natural science data, that they grow out of modern natural science research, it is patently legitimate to ask how we must pitch the training for mathematicians and natural scientists today and tomorrow so that they can play their innovative role in the future developments in techniques and technologies as well. One must now start, it seems to me, to prepare analyses of ongoing training and gain a lead for the reorganization of training for mathematicians and natural scientists in the 1990's. Studies in physics and mathematics are most important, it seems to me; that has to be faced especially by the universities, regardless of whether they train engineers or not.

Another characteristic of the key and high technologies obviously is that they usually rely on an interdisciplinary scientific basis and are abundantly interconnected with one another. Microelectronics, e.g., finds its science foundations in mathematics, physics, crystallography, chemistry and other fields and also finds its methodological arsenal in those areas. It needs many specialized technologies and procedures and highly developed testing and measuring techniques, produces its own research technologies, and in terms of application determines the innovations for many other key technologies.

For instruction and study this means that the key technologies must permeate and upgrade the totality of natural science and technical studies, that it is not enough to add another, supplementary course to studies. Through the structure of studies they must be taken account of comprehensively and with the necessary consequence, and this in all relevant fields of study.

It does not do the productive application of condenser relay transmission much good, for example, if proper attention is paid in the teaching of physics to geometrical optics and the matters of light modulation, but in the training of communications technology or cybernetics one still keeps thinking, projecting and producing "copper."

For key and high technologies to break through into social practice and at the requisite range, one must train many specialists who are college and technical school graduates in the industrial, construction, and agricultural combines and enterprises. We are gratified in acknowledging that the universities and colleges face up to this social task with commitment, a multitude of initiatives, and strenuous labors. In a particularly prominent fashion this is becoming apparent for microelectronics, information technology, and CAD/CAM techniques, which already are being applied broadly through the entire economy.

Increasing importance attaches to the task to offer comprehensive continuing education opportunities to the practical field that would encourage the preparation and application of key and high technologies and give the various college graduates, i.e. engineers, natural scientists, agrarian engineers, economists, and others, the chance to acquire qualifications systematically in line with their particular fields of tasks.

And then also it is a matter of pushing ahead the division of labor in continuing education as among the colleges, the science academies, the combines, the Chamber of Technology, and the science associations. In doing this, we must gradually focus on the particular nature of advanced education tasks in the universities and colleges, i.e. on the transfer into social practice, in particular into industrial production, above all, new scientific key and high technology data, while teaching postgraduate courses and intensive courses of study.

### 2.3.2 On the Status and Further Procedure of Reorganizing Economics and Agrar-Scientific Training

By reorganizing the training and advanced training for engineers and economists we wish to put into effect the consequences just explained from the development of the key technologies and solve the basic issues of our higher education policy, summarized above, in an exemplary fashion. At this point of time, when the first test results are at hand and the introduction of new large-scope study plans is close at hand, it pays off--even while also looking at other science branches and fields of study--to distill some insights and experiences and present some general solutions.

Three crucial targets have priority for the training and advanced training in the technical sciences:

First, it is a matter of preparing and improving step by step future-oriented training targets in conformity with our society's long-term development and with regard to international economic and science cooperation.

Second, we are conceiving and testing consistent social science, mathematics and natural sciences, and technological basic training and its organic links with specialized training.

Third, the engineering science resources in the academic field are being streamlined in their unity of training, advanced training, and research, aimed at an optimally woven university and college network, linked, of course, with commensurate streamlining processes in the technical schools. For the present school year one has decided to form the Berlin engineering college out of the engineering school for electrical engineering and machine building. The engineering schools for communications technology, Dresden, and for energy economy, Leipzig, and the foreign trade and economics school, Plauen, are being incorporated in their appropriate colleges.

Right now engineering training comes in 90 basic courses combined in 15 basic study facilities; they do not yet have a sufficient breadth of basic training. Thus they are not up yet to the demands of high flexibility on the part of the graduates and their ability to react to long-range dynamic developments in science, technology, and production.

At the start of the reorganization of engineering training, for 15 basic courses thus far new training documents were prepared and, in part, introduced that indicate a mathematization throughout combined with computer technology means and methods, a connection of natural science basic training with a continuation and deepening of this training in technical-technological disciplines, and a broad introduction of data technology training and practical training in dialogue work with the computer.

In general we may say that clear advances have been made wherever, in conceiving the training documents, one proceeded consistently from the ascertainable requirements of the reproduction process in science and technology in the decades ahead. Especially those fields made headway where training focused on particular areas, such as the coal and energy economy, transportation or communications.

Analyzing the experiences gained through the cooperation with those ministries, and with the foreign trade ministry as well, we think it makes sense to conclude accords with all ministries to ensure coordinated procedures for the training and advanced training of engineers and economists and technicians. They should contain stipulations on the substantive and organizational revamping of training, the use of technical school capacities for college training, and the basic trends in the colleges' research streamlining. I have announced appropriate deadlines for all that.

Working on educational concepts also requires, however, the knowledge and constant updating of science development, i.e., we need secure prognoses on research and technology and their innovation cycles. This once again exhibits the need for research in academic affairs that is aimed at solving fundamental problems, at highest theoretical demands, and at economic needs as well. In the last 2 years, intensive conceptual efforts were engaged in at the science advisory councils and the colleges that are available in the form of studies, expert opinions, and developmental conceptions. These documents are of course diverse in what they reveal as to the given science area and the dynamics of development. That is the nature of the beast, it seems to me; we must keep working on them.

Right now we are concentrating on the revamping of training in electrical engineering, electronics, and machine building, which embraces most of engineering training. This new training is slated to be introduced there in 1988 and 1989. We are furthermore getting set to introducing new study plans for construction engineering as of the 1988/89 school year. At the present time we are working on the training concepts for these disciplines, the emphasis being placed on reorganizing basic training.

Two essential criteria will mark the basic training in mathematics and the natural sciences, the social and the technical-technological sciences:

1. It pervades all the studies, the proportion of basic training being of course larger in the first years of study and decreasing while studies continue, while yet increasing in its level, application orientation, and interdisciplinary effects.
2. The ubiquity of basic training, however, also follows from that the engineers' technical and technological training is informed more and more with the knowledge of mathematics, the natural sciences, economics, and other sciences.

The consequence of such a concept is that basic and specialized training are conceived together and set down as such in study schedules and teaching programs. Thereby the long promised and desired unity of basic and specialized training is enhanced in quality.

In our concluding efforts about the study schedules for economic basic science we can rely on the valuable experiences and experimentation in the subjects domestic trade economy, accountancy and statistics, finance management, socialist industrial management, and engineering economy of the energy industry.

The concept of streamlined economic basic training has proven itself in principle; its outlines are now set. Good results have come from the effort to organize specialization-related training uniformly from the first to the last semester. It provides the students with closer ties to their intended occupations and their science collectives in the colleges. Correct also has proven the far-reaching transition to integrated instruction, surmounting the juxtaposition of many, often small, areas now contained in more comprehensive instruction.

After copious conceptual efforts and painstaking consultations with scientists and section chiefs, people from the practical field and students, the draft, ripe for decision-making, for the new economic study plan now is at hand. Its future administration will, from the outset, make possible a uniform Marxist-Leninist basic training, as to substance and scope, and economic basic training down to the end of studies, while specialization-related training also continues throughout. Uniform basic training will be linked in the various fields with assignment-oriented niches conforming to profiles I and II.

Information technology training scheduled for the economists is included in the new draft study plan, training category II effective for all economists, category III, for 10 to 15 percent of the students, with circa 5 percent of the basic training students being trained in the new field of economic data technology.

The study plan has scheduled a higher proportion of practical assignments and exercises, cutbacks in the mandatory study hours per week for the benefit of the students' independent scientific work, and a higher proportion of select/mandatory and optional courses up to one-fifth of the time budget.

Engineering economist training was completely overhauled and was worked out for the branches thus far under the industrial ministries. The debate has not been completed as yet on applying this new training concept for economists along the seam between economics and technology in other industrial sectors. In terms of the present draft, economic and technical-technological training show a 1:1 ratio. Training is to be administered in such a way that as many theoretical and practical elements as possible can be studied together with the engineering students and the specialization-related training is concentrated on the technical-economic aspects of any given industrial branch.

The new economic sciences study plan for the economically oriented group of specialists, when ratified this year, will get started in the 1988/89 school year, and for the industrial management oriented group, in the 1989/90 school year. At that time also the plan for the engineering economy group of specialists will take full effect; some colleges already start working along its lines in 1987.

The time tie-up between the ratification and the introduction of the industrial management and engineering economy plans follows from the need to determine more accurately still what the specifics are about the graduates and give definite form to the training requirement and, hence, the proportionality between the two directions. Assuming the differences in occupational assignments, we think both the industrial manager and the engineering economist are needed. An industrial manager, provided with solid technical-technological basics, is supposed to master complex industrial management and stand up as a specialist in certain industrial management work assignments. He is, as it were, the direct successor of the previous economist with technical school training, whose advantages and special qualifications are taken over into the economists' college training. The engineering economist, not in existence thus far as a concept in our economy, needs more comprehensive engineering science knowledge as an economist so that he is up to par in resolving overlapping branch or technical-economic problems in production management.

The management priorities for implementing the new study plans for the engineers and economists, it seems to us, are:

First, making concrete the requirement characteristics and activity criteria.

Second, through concerted efforts between colleges and enterprises, conveying the latest practical data and experiences to the instructors must be deepened. That becomes one of the most important prerequisites for the quality in which the new study plan is implemented.

Third, perfecting computer-aided efforts urgently call for the necessary scientific lead, to be created by the teaching staffs within the research framework.

Fourth, finally let me affirm the need to approach the work on the teaching programs for the various disciplines and fields of instruction as a priority. That implies solving methodological-didactic tasks and enabling the teaching staffs to proceed from a teaching concept largely aimed at a complete presentation of the study subjects more to an exemplary, problem-oriented instruction on study subjects as they interrelate with each other.

Through the resolution on the conception for a long-term development of training and advanced training for agrarian engineers and agrarian economists at GDR colleges and technical schools, the process of reorganizing the colleges and technical schools is being extended, so that by 1992 in all agrar-scientific disciplines at colleges and technical schools college and technical school training is revamped on the basis of the qualification requirements now being drafted for future graduates, of a thorough analysis of the training thus far, and of a newly to be elaborated modern agrar-scientific training conception. We rely here on the basic positions and insights of the restructured engineering and economic studies.

Proceeding from the developmental tendencies of agrarian production, the agrar-scientific college and technical school training in effect thus far also is brought together to some differentiated college training in two profiles in conformity with the requirements in the assignment fields agrarian research and development as well as production management and organization, and on the new technical school level, technicians and economists are trained for agriculture. We conferred on the basic lines and main tasks in shaping the future agrar-science college and technical school training at the second scientific-methodological conference of the agrarian sciences. This again also concerns making basic knowledge more substantial, concerns the organic connection among all disciplines in basic and specialized studies, more of a responsibility of the students themselves, and more flexibility, differentiation, and individuality in training. We shall take up the preparation of new training documents in 1988, initiated by a special working conference.

In parallel with these projects, the educational requirements resulting from the development of the key technologies must already be included in current training, however, such as enforcing a penetrating training process in data technology or the further streamlining of biological basic training with a view to the development and application of biotechnology in agriculture.

### 2.3.3 Instruction and Research in Selected Social Science Disciplines

We came to agree even some years ago that for raising the level of training two approaches have to be taken in parallel. On the one side, we are concentrating on restructuring the training of engineers, economists, and agrarian scientists, on the other side, we are carrying through the needed substantive and methodological-organizational changes in all fields of study, mainly to ensure that the latest data of any given field are being taught. No field of study must lag behind in this. Moreover, we must anticipate that after 1990 other fields of study will start their training and advanced training reorganizations. An analytic and conceptual lead and the development of the teaching staffs are needed for that. For both reasons we think it suitable to comment on some problems in the social science disciplines.

In connection with the second scientific-methodological conference on basic Marxist-Leninist studies, we also started thinking about the further development of teachers training for Marxism-Leninism. Growing scientific and political-ideological demands and the far-reaching replacements needed on the current teaching staffs demand new ideas and consequences--for the Karl Marx University in Leipzig, the most important training institution for such cadre, as for all other universities and colleges. Initial analyses are at hand, and we keep working on the further development of the training conception, which we plan to present for debate next year.

Some remarks are called for today about recruiting study applicants. The requisite number of efficient, politically experienced and motivated cadre for basic Marxist-Leninist studies, and especially also for a new generation of college instructors, we shall only get in the future if not only Karl Marx University, but all other universities and colleges offering social science courses are taking part in it. From them and their applicants we must spot, select, and delegate to Leipzig University, far more consistently than we have done so far, those who are most suitable and best for becoming professional teachers of our Marxist-Leninist world-outlook and policy.

Other disciplines are conceivable for that also, of course, as we are altogether eager to create more differentiated approaches and, accordingly, individual courses to train the needed cadre replacements for the basic studies and use them systematically. It will also facilitate a top grade promotion for many more suitable cadres through immediately following research studies at much shorter shrift than previously.

In the whole vocational guidance system, in public education and vocational training as in the territorial party and government organs, the profession of a teacher of Marxism-Leninism must generally be given greater attention to inspire more capable adolescents early for such studies and this profession. For that it is necessary that the universities and colleges work actively and purposefully among the school population, in social science students societies, which each university actually should develop, or by other suitable forms of active vocational guidance. That must not be confined to the comrades in the Marxism-Leninism sections; it is a mission and obligation of the social science departments as such. We are even considering whether universities and colleges should not delegate young people for studying to become teachers of Marxism-Leninism who would maintain throughout all their training firm ties with the college that delegates them, where they then can also teach once their studies have ended.

Two years ago I had to take a very dim view of the deficiencies in Germanics. Today it is apparent that university managements assign a higher place value to our socialist national philology and initial measures suggest an improving situation. Much remains to be done, though. Mainly it is necessary that the rectors resolutely insist that their institutions raise their resources in Germanics, qualitatively as quantitatively, according to plan and to the assigned quotas. It does not do any good when, say, the needed slots are granted on the one hand, yet the section is deprived of previous slots for cadre who are abroad, so that there is no enlargement of resources. Training young cadre is a decisive prerequisite for meeting the tasks in training and advanced training, in research and science development, and in teaching abroad.

For a brief time now we have had specifications for the science and cadre development of Germanics in higher education with guidelines up to 1995, correlated with the rectors and for the first time taking account of all the Germanics resources, from the Germanics departments at universities via the Herder Institute and the Institute for German Technical Idioms, down to the sections, institutes, departments and sectors for foreign languages dealing with German courses that accompany or prepare other studies or courses of various sorts dealing with German as a foreign language. The effectiveness of research and science development at the academic institutions must show, above all, in the expertise of instruction, in publicity, in international research cooperation, and in aggressively taking issue with unscientific theories in Germanics, primarily in the FRG. The specified study plan for basic studies in Germanics will take effect in September 1987. This study plan resolutely takes account of the call for the students' self-reliant scientific efforts and collectively raises the responsibility of the teaching staffs and departments for the educational and training process. Backing and supervising its introduction is up to the rectors.

For developing cultural and art history, the unity between the tradition and the present is gaining importance. Research still closely tied to traditional historic objects must be structured in favor of a differentiated historic approach to contemporary processes and intensive analysis of contemporary art and cultural development. Further thought also is needed in training and advanced training--in connection with bringing out precise study plans for art, music and theater history--as to how the real social processes in culture and art can be given more attention in instruction.

From the development of popular art, the audio-visual media and others completely new fields of action are opening up for cultural and art historians, without making other fields redundant for all that. In the implementation measures for the 11th party congress resolutions we have set down that we will apply insights and experiences at hand already in the reorganization of training institutions also to the totality of cultural and art historians and newly define the profile of it by 1990. To work this out and grasp the social demand up to 2000 in its differentiations is a task that can be resolved only through a collaboration of the ministry for university and technical school affairs with the ministry for culture.

The science advisory council for jurisprudence has issued basic material for the future handling of the training and advanced training of jurists in the GDR. We welcome this activity, for one may well assume that reorganizing legal training will become the priority following the training of economists, for which reason target-oriented preparations are called for. The central organs of justice as well as all central economic management organs have to be drawn into a thorough debate of the requirements, to be determined long-range, for the activity of lawyers in the various domains of our society.

The basic trends in the development of the socialist state and law, the socialist legal order, and the consolidation of socialist legality in the GDR must be grasped as accurately as possible, and consequences must be drawn from it for the requisite educational lead of the future public attorneys, judges, magistrates and--for the 1990's--the notaries also. In this sense, the present

conception is oriented to a still more solid, ambitious, and uniformly conceived basic training in the theory of society, government, and law and to closer ties between this centerpiece of legal training with the basic courses in Marxism-Leninism. Jurists are to get a broader view, with interdisciplinary orientation. With it, international disciplines in jurisprudence in the future call for more attention in training.

Above all, though, the close connection between theory and socialist legal practice is to play a still greater role throughout in the training process, especially for the future magistrates in the economy. At the same time, of course, all experiences that have been collected thus far for fashioning a new academic teaching and study style must be used.

There is a close connection in the ideas on future law training with cadre development in law departments. Last year we passed a cadre development program till 1995 for all of jurisprudence. From it one can fairly well tell in what areas (and that also means by which professors) steady and concentrated work was done to train a new generation of efficient personnel, and where this was not the case (as in Halle's Martin Luther University or Berlin's Humboldt University). We shall soon look and see what inferences were drawn from it in the first year after the cadre development program went into effect, being especially interested in the basic theoretical historical principles and in the international law branches.

The first steps also were taken to develop further the training and advanced training of psychologists. For this discipline, the graduates of which have to measure up to a broad spectrum of social needs in secondary, college, and technical school training, in the economy, in health and social welfare as in solving planning and management tasks in socio? processes, the many new substantive requirements, to be grasped long-range, have to be picked up, whereby to enhance the practical, social effect of psychology and its direct link with practical sectors. That must not bring it about, though, that basic psychology is split up into too large a number of specialized facilities aimed at closely restricted practical areas. It certainly is not an easy task to realize both requirements in a correct and constructive way. I wish to ask mainly the science council for psychology and the rectors of Humboldt University, Berlin, the Dresden Technical University, the Friedrich Schiller University, and the Karl Marx University to take an active part in the further debate on the basic training issue for psychologists.

At Karl Marx University one is concerned with evaluating the first experiences thus far in the newly organized training for educational psychologists. At Humboldt University, the Dresden Technical University, and the Friedrich Schiller University, the debate on the previous proposals to include in the psychology training for working in the economy also the acquisition of industrial management and technological knowledge and more solid data technology knowledge, has to be combined more strongly still with testing the substance and efficacy of basic theoretical training, also in the sense of further advances in fashioning the forms, methods, and sequences in the courses of study. A new study plan for work, engineering, and social psychology is slated to go into effect in 1985. In the next school year we shall then also start discussing the further development of training for clinical psychologists.

It also holds true for psychology that initiating and putting into operation new training conceptions calls for considerable further efforts to train college instructors properly qualified and with sufficient practical experiences. I got more requests for appointing psychology professors this year than in previous years. That is to be welcomed for any position applied for. Looked at more carefully, however, the advance has been too slow here as it also was at the last teaching staff appointments. We need young and efficient college instructors more rapidly, most urgently for labor and engineering psychology at Humboldt University, but also at the Dresden Technical University. We need a new generation of capacities for educational psychology at Karl Marx University and must insist that the rector of Humboldt University at once sets down regulations for the development and management of the clinical psychology science department.

A most important academic science potential at most universities lies in some philologies and the so-called small or unique social science fields. Their social and scientific significance cannot narrow-mindedly be gaged against economic criteria. They are imperative for the further shaping of our socialist society, its cultural-intellectual level, and its higher foreign policy efficacy. As an element of the philosophical-historical sciences, cultural and art history, language and literature, and regional and ancient history, we need their contribution to the further development of science research in many fields as for fulfilling our internationalist obligations.

University rectors have known since 1971, through special instructions, the basic lines to ensure and promote these selected fields. Rating developments here results in a balance-sheet with lights and shadows. Advances in some areas are counteracted by partly insufficient guarantees on cadre development and, hence, its future status. Let us take the philology studies relating to socialist countries: Though we have meanwhile a teaching staff of 29 professors and 34 docents for Russian, we only have a total of 8 professors and 9 docents for teaching the languages of the other socialist countries. In the capital's university we have for years had neither a tenured professor nor a docent for Polish or Hungarian studies. Karl Marx University trains in Sorbian and Slovene, Martin Luther University, in Macedonian.

In the classics, some new things got started in recent years. Martin Luther University, Halle, is training Latin Teachers, Karl Marx University, Leipzig, ancient historians. I expect of both rectors they will continue doing their best in this. Greater efforts are still needed to ensure politically and scientifically demanding training for classical philologists and archeologists at Friedrich Schiller University, Jena. We badly need a new concept for the future development of classical ancient history, especially classical philology, at Humboldt University, Berlin.

It fully conforms to the way we think of universities that philological-historical disciplines are represented in toto and given broad scope at certain universities. That also applies to ancient Latin and Greek, which must be cultivated as a classical legacy as well as be taught and acquired for the access they give to many science disciplines, languages, and cultures.

I expect the rectors of all universities where such selected social science fields are being taught at once to analyze their status of development, set down stipulations, and submit them to me for information by the end of the third quarter of 1987. Such stipulations are to ensure cadre development, hence the requisite science resources up to the year 2000 and beyond in university affairs. No rector must permit wasting available resources in the selected fields or being lax in ensuring the development of new young personnel.

#### 2.3.4 Results and Tasks in Teacher Training

The requirements for teachers and teacher training as formulated at the school policy conference of the public education ministry in Erfurt in 1985 have led to more profound stock-taking on how the further improvement of the efficiency and quality of teachers training can be achieved on the basis of the new study schedules, how we can focus still more on providing the ability to cope with the complex and multilayered processes taking place in every hour of instruction, and how the link between theory and practice can become closer still. The 1987 commencements will for the first time release nearly 2,300 education students training in conformity with the new study plans to enter teaching.

Study results thus far and the experiences in applying the training documents show us that relying on the study plans and instructional programs of 1982 the targets of specialized training in both combined fields can on the whole be met at a good quality. No revamping of the study plans is in principle required for the years ahead; new accentuations, if necessary, resulting from any new science data or from social demands put on the school, are possible within the scope of the study plans.

It must be considered a big step ahead that for the first time in teachers training equivalent training in scientific level and substantive scope for both subjects is being reached in the technical combinations. That has to do with the higher demands made for the quality of college teaching and of the science associates and for the students' self-study. Not always has one been able to cope with all of it at once. Studies were under stress, particularly, in the German/Russian and mathematics/physics combination. Looking at the results and experiences before us, however, it becomes clear the students' basic knowledge and skills and dedication have, on the whole, developed positively. Basic concepts, facts, connections, processes, laws and theories, forming the scientific foundation for going into specialized studies, are more securely known, with all the disparities still existing. Specialized skills and abilities are more pronounced. The students have a better comprehension of the social developmental processes, mainly of the requirements resulting from coping with scientific-technical progress. Thereby the students have altogether a solid, broad technical foundation for their later vocational practice.

Teachers confirm this positive development. The course and outcome of the practical training in the 5th year of school show precisely that the students started their activity in the schools with good political, technical, and educational-methodological prerequisites, are facing the practical tasks with a sense of duty and responsibility and high dedication, are coping with their tasks, and show political steadfastness and a firm attitude toward the teaching profession.

The education students' skills and facilities in conducting scientific, party-minded and relevant instruction noticeably developed while they were getting their practical training in school; a clear maturation process in their personality development was taking place. Methods training started at the university and colleges was carried on then by experienced teachers, themselves trained in the methods areas, working as mentors.

In putting the new study plans into action, though, specific problems arise, from the varieties of demands in studying education, that have to be resolved. In the first try already of the new training in half of the universities and colleges offering teachers training, problems arose that have to be given attention in our further work and should be more precisely responded to in the summary teachers training assessment to be prepared for 1988.

We are concentrating the management of teachers training on the following major tasking areas:

1. From the analyses prepared in all institutions concrete inferences have to be drawn by the universities and colleges involved for the further creative implementation of the study plans and instructional programs. Repercussions from the results of the practical school training on specialized training have to be noted here too. Each college teacher must fully exercise his responsibility for the substance and level improvements in training.
2. The teacher as the training target must become more of the focal point of the training process and its management. This means that
  - one has to work out the basic knowledge, indispensable for each teacher in all elements of training, that which is essential and systematic for him, while taking into account the development occurring in the school in each field,
  - one must further advance the coordination among the various training elements under the responsibility of the immatriculating section, the point of departure being the ability of the education student to provide scientifically and educationally effective instruction, and
  - one should seek opportunities for still closer links with the practical field in all of training, particularly in the educational science disciplines.
3. Each discipline should give further thought to how from the first day of studies on one can push for enabling the education students for independent scientific work. It means using the time not taken up by lectures for it. Also, and especially, in teachers training, broad elbow room should be given to each student's optimal development, to differentiated training that takes a given developmental status into account.

To be able to meet these tasks at a high grade, it is necessary to grant a high place value at the universities and the departments to managing teachers training, to pay more attention to the new generation in teachers training, particularly those that are dealing with technical methods, and actively involve the socialist youth association in putting the training documents into use.

### 2.3.5 The Work at Art Colleges

The 1987/88 school year wholly stands under the aegis of the implementation of the 21 January 1987 SED Central Committee secretariat resolution, "the task to

improve education and training at the art and cultural policy colleges and technical schools," as far as the art colleges are concerned. It determines all the tasks to be resolved by the educational institutions after the 11th SED Congress in the new phase of the GDR's social development. They range far into the next decade and highlight necessary social requirements with a view to the year 2000.

The focal point lies in educating and training the students and preparing them for their future professional work in such a way that they are able to make their own independent and creative contribution to a cultural and art development in conformity with the requirements from socialist society. They are to enrich the art of socialist realism by new works affecting the development of the socialist way of life, with special attention to be given to the cultural level of the workers class. More will one have to seek top achievements in art training in the years ahead while, simultaneously, forming, reinforcing, and developing each artist's ideological and political conduct and convictions and the attitudes based on that. Artistic creativity, artistic mastery, and artistic peak performances, as well as political-social activity, need stable ideological foundations. A future artist and creator of culture must commit himself through his work, through the results of his efforts, to the mobilization of men for resolving the basic issues of our age.

The above-mentioned resolution makes higher demands on all areas in the education and training of the art colleges, from spotting talents to the working with the graduates and young debutants and for improving working, studying, and living conditions. A commensurately high level of management activity by the rectors is imperative.

That resolution at the same time emphasizes the responsibility the whole society has for the education and training of the new artists and creators of culture. The collaboration of the art colleges with the state institutions, facilities, and social organizations responsible for the education and training of the fresh art generation must be lifted up toward a higher level.

For bringing such ambitious tasks to realization, the art colleges can rely on notable and highly qualified teaching resources, on a recognized training system, and on internationally esteemed achievements by teachers and students.

They also need the universities' attention and support for strengthening their social sciences teaching staffs. That applies, first and foremost, to stabilizing and ensuring the future of basic Marxist-Leninist studies in terms of the cadre policy, but then also to such fields as aesthetics, cultural theory and policy, the history of the arts, and foreign languages. For that a realistic operational plan that can be controlled must be drawn up and agreed on in the months ahead.

### 3. Instruction, Research, and Medical Care

Through the December 1986 SED Central Committee Politburo resolution on the population's state of health, a new quality of cooperation was initiated among the universities' medical departments, the Academies and the health facilities that is meant to affect medical care but also the education, training and advanced training, research, and the shaping of scientific and intellectual-cultural life.

The resolution, as one knows, contains the mission from the party executive to perfect medical care and health protection in further improving the state of public health as a fundamental sociopolitical concern in the continued shaping of the developed socialist society. The sectors of medicine and of the medical academies have to set the crucial standards for it. Their practical medical efforts have to conform to the top quality requirements in all categories of medical care and health protection.

The efficiency of medical science and research, particularly biomedical basic research, i.e. creating the necessary knowledge lead, more and more becomes the crucial factor in improving the quality and efficiency of medical practice. At the same time, scientific-technical progress per se constantly enlarges the field of application and the possibilities of medicine. New and higher requirements result from it for establishing interdisciplinary cooperation among medical, natural science and technical, particularly biomedical, and social science research resources. Not only universities with medical departments and the medical academies are addressed here; needed also is the further spread of cooperation of medical scientists with other colleges and technical universities. As examples one may point to the activities of the Karl-Marx-Stadt Technical University in developing medical technology, to the problem discussions between physicists and physicians at Friedrich Schiller University, or to the concentration of medical technical research at the Dresden colleges. The principal responsibility for ensuring the science lead naturally goes to the universities' medical departments and the medical academies, the centers of medical science.

Effectively fashioning preventive health protection, the avoidance, early spotting and treatment of the most common diseases, primarily demands further information on the etiology and conditions for sickness and health. Prophylaxis without knowing the causes is hardly conceivable. Fashioning preventive health protection more effectively therefore mainly asks for a larger science lead, especially in biomedical basic research. Measured against that, the rate achieved in the performance development in medical research at the university medical schools and in the medical academies, the concentration of ways and means on lead-oriented research facilities and disciplines, and the interdisciplinary collaboration between biomedical basic research and clinical research, despite many advances and considerable performance and resources increases, cannot satisfy as yet.

Steadily improving the level, quality and effectiveness of public health makes growing demands on the knowledge, skill, and sense of responsibility of the physicians, nurses, and all other college and technical school cadres engaged in public health. Their education, training, and advanced training more and more determine the effectiveness of health protection and have an increasing influence on the socialist way of life--which also determines our approach to these problems.

To meet this high responsibility, we have oriented the university medical schools and the academies to the following priorities:

1. Instruction and studies have to become so skillful that the students' political-ideological and ethical professional posture are further developed,

the level of natural science and biomedical training is raised and enough leeway is given to the students' independent scientific-theoretical and practical professional work.

Special attention is given to the concerns of basic medical care and preventive health protection. They greatly determine the training goal in medicine.

At coping with these ambitious tasks the conceptual teaching efforts are aimed, having grown stronger since the 1984 scientific methods conference for medicine. More expertise for them is needed on all levels, from the ministry for university and technical school affairs down to the clinic and the territorial health facilities involved in the educational process.

2. For a targeted, faster, and numerically adequate development of fresh personnel for medical research, especially for the biomedical and hygienic sectors, new solutions are needed for this thus far unresolved problem that is of essential importance for medical science, through calling on the experiences in promoting the most qualified students starting at the earliest possible moment and in making more use of individual study plans.

3. To ensure the educational lead for medical care over the long haul, we must, while proceeding from the level reached and the social requirements and international developmental tendencies, newly determine the training and educational goals and tackle the needed analytical-conceptual work on the basis of a plan that is to be drafted still this year.

For further improving health care, a decisive importance attaches to the cooperation between university medical schools and academies and the territorial health institutions, in which the college specifics with their unity of instruction, research, and medical care and the specialized and highly specialized medical care much encountered there must be used correctly and, at the same time, further strengthened and developed. That calls for a higher level of political and technical management at the colleges and among their cooperating partners.

The bezirk councils have set up standing public health commissions. The rectors of the medical academies and the university prorectors for medicine are members of them. Among the right now most important tasks these bodies have is the elaboration of territorial development conceptions. The medical rectors and prorectors have to show comprehensive scientific knowledge and an independent conception of the medical fields in terms of the functions discussed above.

Universities and medical academies, as science reference centers, have to make an active and creative contribution to their cooperation in meeting the tasks in education, research, and medical care.

To that end, the development conceptions of the university medical schools and the medical academies have to be made more specific by late 1987, in conformity with the 11th party congress documents and the party executive and government college and health policy resolutions, incorporating the territorial public health cooperation and the mutual consequences resulting from it.

#### 4. Results and Tasks in Bringing Up a Fresh Science Generation after the Dresden Work Conference

Two years have passed since the central work conference on the tasks of developing and promoting a fresh science generation. The inferences drawn at that time have been given more attention in the management activity of many institutions. Social forces under party organization leadership are supporting those efforts. In some areas the first results are visible, conspicuous in particular in the extension of research studies. There still is as little reason to be smug about it as before. Sections, clinics, and institutes and the science sectors and individual college instructors still show extreme disparities in how they understand the new demand and, in consequence, assume their leadership responsibility.

Analyses on hand, the results of work visits and inspections, show the place value, seriousness, and dimension of the tasks confronting university affairs today in bringing up a new science generation are still not adequately understood and do not as yet rigorously inform the rectors' leadership activity and the work of all other managers and college instructors.

One reason for that obviously is that the situation in the development of young scientists is not acknowledged in its whole acuity or is at best only taken notice of. Difficulties have become too much of an argument. No one would deny them, of course. Yet what will help us get on with it is not the reiteration of the problems, but the ascertaining and alteration of causes right on the spot. Everywhere one must be perfectly clear about it: In developing a sufficient number of highly efficient fresh science personnel we are simply facing a question of survival for science.

Constructive positions, militant positions, I should say, are needed especially also with regard to the time. Our objectives in science and society can be met only if the universities and colleges provide more young, efficient personnel with higher skills at shorter shrift.

The high demand made on the rate of fresh growth principally is due to the growing dynamics in the development of science and technology, the growing demand our society has for scientifically more highly skilled cadres, especially in the sectors of the key technologies, planning, and management. It also is due to the reproduction requirements for the performance-determining cadre in all domains of our society with an eye to the actually existing age structure and to the need to convert to intensive ways in cadre development too. In each college instructor and fresh cadre we need a full comprehension for strictly abiding by training schedules and achieving a high quality. This is not just a matter of a one-time effort in securing the large demand of the 1990's for highly qualified scientists, it is a fundamental turn-around to intensive ways and an individual promotion of talents particularly also in bringing up young scientists. As shown by a concrete survey on the training of research students, our institutions know of outstanding examples of a purposeful promotion, result oriented, of efficient cadres. From the 1986 results I would like to mention the following instances:

--Wolfram Oelschlaegel, 14 months after starting his research studies in computer communications at Dresden's Technical University, submitted his dissertation. Essential prerequisites for it he worked out working for several months at the Dubna United Institute for Nuclear Research.

-- Two years after starting her research studies, Ingrid Fraass of the Romance languages department at Humboldt University concluded her graduate work. She was highly stimulated by that through her graduation premises were to be set that were quickly and directly used in the collective efforts on the idiomatic Portuguese language dictionary.

The list of such examples would be easy to continue. In any case, in 1986 a total of 33 research students and seven regular assistants submitted their dissertations clearly ahead of time, i.e. at least 3 months in advance. Characteristic of it were an individual challenge and promotion from prominent college teachers starting even at an early phase of studies and the young scientists proving themselves in special scientific requirement situations.

The total picture of training research students and regular assistants, however, shows an extremely unsatisfactory situation and considerable disparities among facilities and sections. The exceeding of training deadlines in magnitudes of more than 50 percent of the graduates can no longer be written off in a cavalier fashion; they must be regarded as neglecting the social mission of the college and its teachers.

The position papers and answers from the rectors to my letter of 2 February 1987 normally indicate serious efforts, concrete personal analytical surveys and special management decisions oriented to finding fundamental improvements for the situation.

These reports and our analyses and work visits call attention to some general problems:

1. If we are raising the demand to deliberately shortening the educational course for the most efficient cadres, it also implies their assuming research studies before their studies according to their study plans are up. This is a demand that has to be made to prevail much more fully. In many institutions such a practice, though it is known to be demanded in the decree on research studies, still is the exception and often is only confined to a few sections, without managements reacting to it in any adequate manner.

Long-term preparation for assuming research studies prior to the termination of the study period as to the study plan must as a rule be part of the objective in the individual promotion of the most capable students for whom research studies are to be developed further as a promotional procedure. That implies that the scientific work and original scientific performance of the research student is the decisive criterion for his performance development and he can use most of the time available for it. On it must be made dependent also, e.g., the issuing of performance scholarships. At some 90 percent of the performance scholarships among the 3rd year research students and a proportion of 48 percent of graduations meeting their deadlines, one cannot say at this time that the sponsorship was due to performance.

Given the reorganized college graduations for engineers and economists, one can waive the acquisition of diplomas, and for others it ought to be organically linked with research study objectives.

2. Scientific candidacy as a form of qualifying cadres with practical experience also is progressing unevenly and, on the whole, unsatisfactorily. In spite of the universities' and colleges' intensive efforts, the number of regular candidates stagnates around 400, only circa 50 percent of the targets scheduled for 1990.

Combines hardly delegate any regular candidates. For the irregular candidates we have, to be sure, notable admissions figures--807 throughout academia in 1986--but here we are pinched by the often all too long periods it takes to graduate and all too many pull-outs.

Through close collaboration between colleges and combines we must accomplish a higher number of deputations and more effectiveness and efficiency in the science training for successful college cadres from the practical field. Much more account should be paid to the cadres' experiences and specialized preparatory knowledge and to the objectives in training them.

Education colleges have gathered good experiences in recruiting teacher candidates from the party organizations. In this sector the concluding of tri-lateral promotion agreements proved itself even when the graduates were first employed as long as the college maintained constant contact with the graduates concerned and the candidacy admission was prepared in a target-directed fashion. Elsewhere such an approach should be used much more, too.

3. A year ago, at the central conference to exploit the 11th party congress, Comrade Kurt Hager defined a better control over science research and science training in their organic unity as a central question of the efficiency, flexibility, time gain, and performance dynamics, of the effectiveness of the science potential in university affairs. The results about it at hand and what the science councils are saying can in no way satisfy us as yet. The understanding of this unity normally is confined to providing an easy thematic connection between research and graduation topics. Working steps, deadline sequences, forms of results, and the defense are left aside from observing the unity. The use of topical research reports, authoritative publications, or scientifically demanding inventions as evidence for the achievement is limited to a few exceptions and is actually inconsequential.

Under the rectors' leadership and through the cooperation of department directors and the science councils' faculties, persuasive leadership examples have to be provided for the unity in meeting research plans and training schedules; when they are of a high quality and of scientific innovative value, they will also lead to a noticeable time reduction.

4. As a way for an efficient further development of qualified professional cadres the candidacy has proven suitable to acquire the top academic degree of "doctor of sciences." Among the positive sides is that this year for a growing number of young cadres below 30 applications were made for a B candidacy. In using B candidacies, unfortunately, there still are big disparities

among the institutions and departments. This candidacy, furthermore, has been found especially useful for promoting efficient women. College managements should propose still more women in the sciences for B candidacies.

An essential management activity reserve, as was already remarked, lies in more attention to and better controls over what is happening in the training of a new generation of scientists.

I assume that those rectors who were surprised by the results in their colleges as carried out early this year through the report on meeting training deadline schedules have made the proper arrangements so that they can keep things now under control. Knowing precisely what is going on is imperative for systematic and accountable cadre work on each management level.

Let us in this context comment on a task that affects the rector's responsibility in a special way: The development of a new generation of scientists must mean training a sufficient number of top cadres.

In this one has to apply the principles of socialist personality development and cadre policy with special determination and sensitivity to the whole individuality of the most capable young cadres. Bringing up top personnel does not mainly mean smoothen their paths; it means making high demands and providing the chances for them to come up with top achievements early—with all their naivety in scientific thinking and their openness to innovations. That implies they will be much younger when they start taking a hand in shaping scientific tasks and, also, getting the opportunity to assume a pronounced scientific responsibility that transcends their own persons.

I rate it most highly that some rectors count it among their principal duties to know in person and promote concretely their most capable young science students. The prorectors at the universities should more effectively support them in this, too.

The examples of rectors devoting themselves personally to the further development of the most capable fresh cadres (e.g. at Karl-Marx-Stadt Technical University or the Freiberg Mining Academy) must be picked up at all colleges, become a working principle throughout, and be carried on at the level of the departments, clinics, or institutes. Normally it is best to be working with a definite group of top cadres aimed at a real and perceptible backing of each, while avoiding any sort of formality.

To support the formation of science top personnel and to promote them unconventionally, an interdisciplinary seminar for young science students was set up in November 1985 at the Karl Marx University, Leipzig. Since then, thanks to the initiative of its head, Comrade Prof Uhlmann, and to the fine backing from the management of the Karl Marx University, Leipzig, they have managed to conduct a number of ambitious science events which even attracted many foreign scientists.

I recommend to the rectors to see to it more yet that, with respect to the topics of programs, truly the colleges' best young science students are delegated to the interdisciplinary seminar courses. At the same time I ask the

rectors, and through them the department directors, to understand the invitation members of their staffs have received to lecture to the interdisciplinary seminar as an honor and to be supportive.

The success of the events held in the interdisciplinary seminar also reflects the great need universities and colleges themselves have for interdisciplinary events. Therefore I am emphatically supporting all initiatives by college managements and science councils aimed at motivating and promoting young scientists, such as that of the Karl-Marx-Stadt Technical University, where in 1986 the best young science students of that university were invited by the rector for a one-week seminar during which the most prominent scholars of Karl-Marx-Stadt exhibited important developments in their particular fields of specialization.

#### 5. The College Teacher's Work Is Decisive for a High Level of Teaching, Education, and Research

"There is in scientific work and cadre development a field for responsibility and decision-making only the college teacher can meet and handle and for which he himself is accountable in the final analysis. We deem it important not to curtail such responsibility, but to use it fully for fulfilling our chief tasks, the direction and development of science, instruction and research. That is one of the noblest concerns of the rectors and departmental directors and social organizations." You may recall this as a paragraph from the speech at the fifth college conference; I have already reiterated it several times, for good reasons. It turns out that we are well advised in our practical work to recall in every step ahead we want to take in science and education, precisely that specific and indivisible accountability the college teacher has and to rely on it. Patently, it is typical of scientific work in instruction and research that it becomes most fruitful when a competent scientist who has the clearest overall view of his own field also keeps it under control and makes all the necessary decisions there. Relative to the college instructor that means: We expect of him the decisive impulses for a far-sighted projection of the research. Decisive thrusts for a modern mode of teaching must come from him. No one can take from him the responsibility for training the young science students. That at once are the main fields of his activity, and in rating the accomplishments of a professor we are primarily looking at the results he has to show for in these three areas.

I shall not reiterate and explain what a college instructor of today has to look like. What the 18 March 1980 Politburo resolution said about it still holds true, in fact, it has become still more relevant through the most recent developments in science and university affairs. The college instructor of today and tomorrow is under a great challenge by having to adapt to bold research targets, by a readiness to turn to new problems rapidly and work in an interdisciplinary manner, by the ability to produce time and time again, and at a broader scope, research results that are controlling world standards, by the abilities to dispense ambitious fundamental theoretical and methodological knowledge and skills in conformity with the most up-to-date points of view, by invoking a productive handling of studies that challenges each student's dedication, independence, and accountability and takes full advantage of his individual abilities, while bringing up a wide circle of capable pupils.

Flexibility in the forms and methods of training, the growing complexity of educational contents and their mutual interdependence, and coping with computer technology in one's own instruction and research set new measures for his knowledge and skill as much as a sovereign, class-bound positioning in the intricate interconnections for resolving the basic issues of our times. That calls not only for a high personal commitment by the college instructor, for elan and energy, but also for much foresight, creativity, cooperativeness, and communication ability.

These are not guideline images or ideals to be just put down on paper. We do have such exemplary college teachers. There are such at each college. We have to thank them above all for the remarkable results and advances that have provided our university affairs with high recognition from the party and government and all society. Their names betoken pioneering scientific results of recent years. Scientific schools bear their names. And many younger scientists, even when they have long pursued their own ways, see in them their teachers and models. They are active on science advisory councils and other bodies where the switches are set for training and research and are champions of innovations there. Many of their names we shall run into again in a few weeks at the 10th central performance show where--in most cases not for the first time--they will be represented through results by students and young scientists in their charge. These college teachers are setting the example through their practical work, are setting criteria, and are a real reference point for the performance rating of their colleagues in the department, the faculty, or the college.

That also suggests that unfortunately not all professors and docents adequately meet the responsibility they assumed by being appointed. Their number certainly makes a difference, given the fact that each represents a course, a science area, a research topic and such. Some impressions from various work areas hit the eye, congeal and result in a differentiated and yet, on the whole, rather critical picture.

One finds mediocre measures and objectives on which some college teachers base their research, or one finds that risk-bearing explorative basic research is dodged. One finds it especially in the reluctance to take new training approaches, to unconventional and individual efforts with strong achievers among the students or also in short-sighted or narrow-minded ways of determining new, future-oriented teaching subjects. Elsewhere I already discussed the in part alarming situation in developing new science students.

All that blocks us more and more, the farther we go in implementing the college conception we issued in 1970, the more we must proceed from prototype solutions to broad applications

Looked at from the vantage point of the minister, the rectors, and the departmental directors, we should address mainly three problems to improve the situation.

1. Do our professors know in detail the line of the college and science policy pursued by the party and the government and do they know their own responsibility and fields of decision-making, the chances and leeways for implementing that line?

Considering the many publications explaining the tasks of the universities and colleges and the college teachers' eagerness to read all about that, one might assume there should be no need to catch up at all. Unfortunately, in practice we keep getting evidence to the contrary. I can tell that myself from the questions college teachers are asking during continuing education events or work visits, suggesting uncertainties or ignorance. There are even said to be still scientists unfamiliar with important emphases in the document of the engineers and economists resolution after as much as 4 years.

Not that I wish to advocate still more publications by this remark, nor do I want to give the impression as if we should have to set up more or less institutionalized "professors' training." But the fact is we keep needing and so must assure an understanding with the college teachers about the basic issues of our college policy. That is the most important side of the rector's or departmental director's personal contacts with their professors. The existing councils, bodies, and other forms of our normal management activity offer enough room for it, it seems to me; in fact, they were created for it.

2. Are our college teachers setting the proper performance standards for themselves?

This is a somewhat controversial question; and from the side of management it is by no means easy to exert an influence and find the handles that would encourage performance attitudes. For all that it is--as you know--the key issue for good management activity.

In the end it all depends on how well developed the highly touted scientific working climate is, where a realistic performance rating is normal and one distinguishes the extraordinary from the good, the mediocre, and the weak. Such a climate greatly depends on the one in charge, and social forces contribute to it as well. Constant working contacts with a colleague in a different college or abroad also help find the proper criteria.

In some departments, science areas, and work collectives such a critical and constructive atmosphere evidently prevails, which steadily produces top results in research and young cadre development, as in automation and sensing technology at the Karl-Marx-Stadt Technical University, in automation at the Dresden College for Transportation, in laser technology at the Friedrich Schiller University, Jena, in optoelectronics at the Humboldt University, Berlin, or in the development of new design and technological solutions for construction at the Cottbus engineering college.

We also need more publicity on the experiences and attitudes of our top college teachers. Precisely because this does not involve abstract guiding images, but real examples, we can with a justified emphasis make comparisons and rate achievements.

We finally also need more consistent performance incentives. Bonuses, wage increases and such must compellingly be tied to results actually achieved. I recently tried to illustrate that by means of a somewhat oversimplified example:

We looked at the application of article 74 on funding in the skeleton collective labor agreement as it applies to recognizing achievements in the development of the new generation of scientists. In some colleges, it turned out, there was a clear discrepancy between properly timed A promotions and the distribution of bonuses. At the Architectural and Construction College in Weimar, none of the 11 research students and regular candidates turned in his promotion in time in 1986. But 46 scientists got bonuses for their tutorial services, a figure entirely out of proportion to deals realized in other ways (1 irregular candidate + 1 partial candidate + 15 associates + 11 externs + 3 foreigners add up to 31 promotions). Similar things can be said about the Leipzig Commercial College, the Berlin-Wartenberg Engineering College and--in not quite so pronounced a degree--of still other colleges, even large ones where merely from the statistics some things are not so clearly evident. As I said, bonus rationalizations may differ. What I am asking for, however, is an unequivocal and uncompromising link with the training success, with a properly timed graduation on a fine level, with an actually achieved performance as demanded.

One could also ask about the role of the restructuring of teaching on the top level at performance rating and stimulation.

3. Do the members of the college teaching staffs have the kind of working conditions that enable them to pursue their specific scientific responsibility for teaching and research and for cadre development with all their strength?

We are likely to be agreed that this addresses quite an essential question of the college teachers' performance promotion which, moreover, is to be affected largely by rectors, departmental directors, and other directors. I am not referring here only to elementary material and personal working conditions, which truly are most unfortunate in some places and with which we are making headway all too slowly--partly for reasons stemming from the overall economic situation. It is an aspect I by no means wish to underrate or sweep under the rug. We have to struggle for further improvements there; and high efficiency continues to be the best argument for getting new equipment and installations.

The combines, having already considerable achievements to show for, are making modern research equipment available to such research collectives as in the field of development of new designs and technologies for machine tool production at the Karl-Marx-Stadt Technical University, in creating automated solutions for financial processes and means of production in the foodstuffs industry at the Dresden College for Transportation, or in the field of carbon analysis at Karl Marx University, Leipzig. Still, I am concerned with a matter that is of no less importance:

I am likely to become very keen of hearing when busy professors with demonstrated accomplishments, at times in a resigned or discouraged mood, say to me: it is nice enough of you to try to encourage us to fight more for results and changes. It's a good line, but you must not overlook all that's placed upon us that prevents us from it--from the state managers all the way to the boards of the social organizations. It is of course correct to say that first and foremost the college teacher himself bears the responsibility for that proportions do not get shifted and he can devote himself above all to his training, research,

and science management obligations. At times he even has to fight for that; and sometimes it gets him some hard knocks.

But my dear rectors, is this fight not often made unnecessarily hard for the college teachers?

I surely do not have to go into details about this in this place here, but I only want to delineate my remarks by affirming I am not talking about the mediocre and the weak, but about those who make so much fuss about bureaucracy, using their lament as a fig leaf to cover up their impotence in science. We need--and that is what I am mainly concerned about--more of an effort for an effective working method and organization, aimed at enhancing the productivity of mental work and excluding all that blocks it.

With the question about the role of the professors we get to the foundation of our college and science policy: If we want to implement the role of science and education as resolved by the 11th party congress we need scientific achievement and need the cadres that will achieve and apply the new science data. To get there, we need relevant performance demands, working conditions, and above all respect for the scientific work process. This respect demands that we ourselves clearly evaluate what the other demands are we are placing on the college teachers and whether and how to strengthen their backbone or shield it, if need be, when it becomes a matter of concentrating on the major tasks.

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